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ABSTRACT

This report discusses student achievement in the San Antonio Independent School District (Texas) as seen through the results of the Texas Assessment of Basic Skills (TABS) and the Metropolitan Achievement Test (MAT). Taken without benefit of statewide performance the TABS scores indicate significant and troublesome declines in basic skills. The report states that if statewide results show similar patterns of decline, it is probable that changes in the performance are influenced by changes in the tests themselves rather than by changes in actual student achievement. Results from the MAT point to improved achievement in both reading and language with no appreciable decline in already high mathematics scores. Performance by the current third grade class had lower scores on all three MAT subtests than third graders last year. High school scores increased. Scores at these grade levels have traditionally been the lowest in the district, and this year average scores improved at every grade in every subject. The appendices include the following: (1) MAT mean scores by grade and school, by grade by ethnic group, relative performance summary by district and school; and (2) TABS exit level cumulative mastery scores, district and school scores, scores by ethnic groups, scores for urban districts, and scores for the state. (PN)

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Standardized Test Report
1984 - 1985

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Executive Summary

Student achievement in the San Antonio Independent School District is measured in a number of ways including teacher grades, performance testing and achievement testing. There are six separate tests that are administered on a large scale in the district. These include:

1. Texas Assessment of Basic Skills (TABS) - Grades 3, 5, 7 and 9
2. Metropolitan Achievement Test (MAT) - Grades 2 through 11
3. 7th Grade Basic Skills Test - Grade 7
4. Language Assessment Scales (LAS) - Grades K through 12
5. AAHPERD Physical Fitness Test - Grades 2 through 12
6. Developing Cognitive Abilities Test - Grades 2 through 8

This report discusses student achievement as seen through the results of the TABS and the MAT. Results from the other four tests are reported separately.

Texas Assessment of Basic Skills - 1985

All students in grades three, five and nine take this test each year. In addition any students in grades nine through twelve who has not passed the ninth grade test must retake it until they pass it. The TABS include separate tests in mathematics, reading and writing at each grade level. All tests are composed of multiple choice questions which measure specific objectives within each test. The writing test also includes a written composition. Only the ninth grade test provides a passing score for each subtest. The third and fifth grade tests give results by objective without an overall score.

Third Grade Performance

Student mastery levels for the individual objectives measured on these tests were somewhat lower in 1985 than they were in 1984. While a few objectives showed increases, such as: Reading and Writing Whole Numbers, Spelling and Punctuation, declines were seen in four math objectives, six reading objectives and two writing objectives. The average number of correct answers on each test also declined by one point in both mathematics and reading.

Fifth Grade Performance

Mastery levels on the fifth grade tests followed the pattern seen in the third grade results. Scores were lower compared to last year in eight math objectives, eight reading objectives and three writing objectives. Some objectives did show increases : Ordering Whole Numbers, Distinguishing Fact and Non-Fact and Using an Index. The average number of correct answers for each test declined by two points in math, two points in reading and one point in writing.

Ninth Grade Performance

This year ninth grade students made lower scores on all three tests compared to 1984. Mastery levels on math objectives increased over last year in six of eleven objectives while the percent of students mastering the math test declined one percentage point to 68 percent. In reading the objective mastery scores declined in ten of the eleven objectives and the percent of students mastering the entire reading test dropped thirteen percentage points to 61 percent mastery. Results from the writing test show that objective scores increased in four of the six objectives but overall test mastery declined three points to fifty percent.

The trends in student performance seen in our results are also present in the results of the other large urban districts and in the TABS results for the state as a whole. The large difference in reading performance, seen on individual objectives and on the total test, does indicate the possibility that this year's test may not have been written at the same difficulty level as those given in previous years.

Metropolitan Achievement Tests

The MAT is a commercially published test produced by the Psychological Corporation, a subsidiary of Harcourt, Brace and Jovanovich (HBJ). The reading, mathematics and language subtests are administered to all students in grades two through eleven. Twelfth graders are given the test at the option of the schools. These tests provide general measures of student achievement in objectives that are more broadly defined than those on the TABS tests. Student results are reported as national percentile ranks and as grade equivalent scores.

Reading Performance

Results on the MAT reading test are in direct contrast to this year's TABS results. Average percentile scores increased or stayed the same in ten of the eleven grades tested when compared to 1984. Only in grade three did the average reading score decrease. The 1985 score was at the 46th percentile compared to 48 last year. Scores rose six percentile points compared to last year in grade nine, four percentile points in grade ten and rose by two points in grades six, eight and eleven. As a whole these scores are the highest since this test was first used in the district.

Mathematics Results

This subject has always been an area of strength for our students and this year is no exception. Average percentile scores are well above the national average in grades two through five ranging from the 60th to the 68th percentile. Middle school scores are close to the national average as they go from the 50th percentile at seventh grade to the 54th percentile in grades six and eight. The average scores in grades nine through eleven are below the national average but scores at each grade level improved over last year by from one to four percentile points giving us the highest math scores at the high school level since we began using this test.

Language Results

Performance on the language test followed the same pattern seen in reading. Average percentile scores improved over 1984 in seven of the ten grades tested. Two grade levels maintained the same score and only one, the third grade, had a decrease going from the 68th to the 64th percentile. For the first time average scores for two high school grades, nine and eleven, reached the national average (50th percentile).

Summary

This year our major student achievement tests are giving us somewhat different views of how well our students measure up academically. Taken without benefit of statewide performance our TABS scores indicate significant and troublesome declines in basic skills. However if statewide results show similar patterns of decline it is more likely that changes in performance are influenced by changes in the tests themselves rather than by changes in actual student achievement.

Results from the Metropolitan Achievement Test point to improved achievement in both reading and language with no appreciable decline in already high mathematics scores. Performance by the current third grade class will bear watching as they move to the fourth grade next year. This class had lower scores on all three MAT subtests than third graders last year. Most encouraging are the increases seen in the high school grades. Scores at these grade levels have traditionally been the lowest in the district and this year average scores improved at every grade in every subject.

The Metropolitan Achievement Test Results

1985

The Metropolitan Achievement Test

The 1978 edition of the MAT has been used by the district for the past five years. Students are tested in reading, mathematics and language. Six different levels are used to test students in grades two through eleven. The tests range in length from 40 to 60 questions and in administration time from 35 to 40 minutes. Administration of the entire test takes approximately two hours.

Uses of the Results

The results of the MAT are used in several ways. They are used by students, parents and teachers to determine individual student strengths and weaknesses in each subject area. That information is used to plan specific instruction to improve weak areas.

Classroom, school and district test results are used by teachers, principals, curriculum specialists and district administrators as one indicator of strengths and weaknesses of the instructional program of the district. As with individual student results, the overall scores are used to improve instruction in the coming year.

These test results are also used to help evaluate the effectiveness of several special instructional programs in the district; such as the Chapter 1 reading and mathematics program and the gifted and talented program.

Reports

Students and their parents receive individual student reports and each school receives summary reports on all student results in average scores, standard deviations, ranges of performance and frequency distributions for all subtests. Schools also receive concept item analysis reports which display school results for each concept tested within the mathematics, reading and language tests. These reports present the number and percent of students answering each question correctly, the wrong answers that attracted them and the national norm group performance on the same question.

District administrators and curriculum specialists receive similar reports summarized for the district as a whole. All of these reports are used to analyze the strengths and weaknesses in each level of the curriculum and in the instructional programs of the district in order to create classroom, school and districwide plans to address the concepts that students need to improve the most.

Concept Item Analysis

The concept item analysis, one of several summary reports provided to the schools, focuses on the individual objectives tested by the Metropolitan Achievement Test. This report groups test items according to subject area learning objectives and provides a breakdown of the number and percent of students correctly answering each test question. The percent of the norming group choosing the correct answer is also reported and gives a useful comparison to school and district performance.

Test Items are grouped within the mathematics, reading and language tests according to concepts. Students' performance on the concepts is then presented in two ways: 1) the percent of students answering the question correctly, and 2) the amount that this percentage differs from the percent of correct answers given by the norm group. The percent of students answering each test item correctly can be compared to the previous year's percentage on the same items to determine curricular needs or strengths/weaknesses of the group tested.

Reading Results

Six general concepts were tested with the MAT reading tests. These concepts were:

1. use context clues to identify word meaning;
2. identify explicit details, sequence, character traits, and following directions;
3. identify explicit main ideas, comparison and contrast, and cause and effect;
4. identify inferred details, sequence, character traits, and predict outcome;
5. identify inferred main ideas, comparison and contrast, and cause and effect; and
6. identify character feelings, reality vs. fantasy, fact vs. fiction, author's purpose and evaluation of information;

Comparison of performance on individual reading test items from 1984 to 1985 showed both improvement at certain grade levels on certain concepts and decrease on others. Third grade was the only grade level showing a decline in overall reading performance from last year. Specifically, this regression appeared in identifying word meanings by context, identifying explicit details, and inferring global concepts, such as main idea and cause/effect. On the concepts of word meanings and inferring main ideas, this year`s group of third graders scored below last year's group on every item. Although the differences between the percentages of students answering correctly were small, the pattern of decline suggests areas where improvement is needed. In the concept of identifying explicit details the third graders showed most of their decline on items from passages which were above third grade reading level.

Seventh graders declined on each item of identifying explicit main ideas. Their overall performance in reading, however, remained the same.

Increases in overall reading performance was seen at grades 6, 8, 9, 10,and 11. This improvement was evident on all of the reading concepts at these grade levels, and these groups either performed the same or improved over last year's group on most of the items. Ninth graders showed an increase on every item in the concepts of explicit main idea, inferred details and main ideas, and evaluation of information. Three of these four concepts involved higher-level thinking skills. At grades 8, 9, 10,and 11 there were more students tested this year than last year.

Mathematics Results

Seven general concepts for mathematics were tested including:

1. numeration - fundamental concepts of counting, sets, rational numbers;
2. geometry and measurement, nonmetric and metric - money time, English units, metric units;
3. problem solving - basi operations with stated problems, single and multi-step;
4. whole number operations - basic facts to unlimited difficulty;
5. operations, laws and properties - terms, rules and relationships;
6. operations, fractions and decimals - common fractions fractions and mixed numbers, decimals and percentages; and
7. graphs and statistics - interpreting graphs, averages.

When comparing mathematics performance from 1984 to 1985, grades 4, 9, 10, and 11 showed overall increases. Grades 2, 3, 5, 6, and 7 decreased.

Analysis of the mathematics concepts showed either consistency or growth in the percentage of students answering correctly on fundamental concepts of counting, sets and rational numbers (numeration) in all grades except third. That same pattern was seen on geometry and measurement items.

Some weaknesses were seen in problem solving concepts at grades 2, 3, 5, 7, and 8. At these grade levels the percentages of correct responses decreased on at least half of the problem solving items. At third grade the decrease was seen on every item.

Grades 2, 3, and 6 and 7 showed decreases in performance on operations of whole numbers, while grades 3 and 7 decreased on items dealing with laws and properties. Operations of fractions and decimals showed decreases at grades 5, 6, 7, and 8.

At grades 9, 10, and 11 mathematics performance improved, and at grade 11 the percentage of students answering correctly increased on each item of laws/properties and fractions/decimals. The majority of mathematics questions showed either the same performance or an increase over last year's performance.

Language Results

1. listening comprehension (grades 2-4);
2. punctuation and capitalization;
3. English usage
4. grammar syntax;
5. spelling; and
6. study skills.

Improvement was seen in overall performance of language concepts at more grade levels than reading or mathematics. As with reading, only grade 3 showed a decrease in language. Grades 2, 5, 6, 8, 9, 10 and 11 showed improvement.

Only grades 2, 3 and 4 had items measuring listening comprehension, and a decrease was seen in performance on this objective at grades 2 and 3. Third graders also showed weaker performance in punctuation and capitalization with lower percentages of students selecting the correct answer on 16 of the 19 questions measuring the objective. Other grade levels remained consistant or improved performance on this concept.

English usage showed marked improvement at all grades, and second graders increased percentages in every item of this concept. A significant gain of 15.7% was achieved by second graders on choosing the correct pair of pronouns to complete a sentence.

All grades either remained consistent or improved on most items in grammar/syntax and spelling.

Study skills questions also showed marked improvement. Grades 2, 6, and 9 showed increased or consistent performance on every study skill item. Items testing the use of the dictionary and the selection of sources (e.g., Reader's Guide) showed some decrease in performance. However, these results indicated that an effort had been made to meet goals set by the District's Five Year Plan which gave added emphasis to study skills.

The review of the district-wide concept item analysis indicated areas of need as well as growth. Third graders, as a group, showed regression in reading, mathematics and language when compared to last year's third grade. This decline appeared on all types of questions, not just higher-level thinking skills.

Grades 9, 10, and 11 performed very well in the three subject areas with growth observed on most items. Eighth graders maintained the same performance as last year's group on the mathematics test and showed growth on reading and language items.

All other grade levels showed varying degrees of growth or consistency in the three areas tested, but there was some evidence that the instructional program had addressed the objectives of the tests.

The mean percentile scores for each of the three subtests at each grade level are shown in Table 1. Reading scores have improved over last year at five grade levels (6, 8, 9, 10, and 11). Scores were maintained at the same levels as 1984 at grades two, four, five and seven. The only decline was in third grade where the mean percentile dropped from 48 to 46. The lowest average was at the tenth grade (40th percentile) and the highest was at the fifth grade (50th percentile). Scores at the elementary grades were the highest followed by the middle and high school grades. However, the ninth grade reading average was the second highest average score earned.

Mathematics scores declined by two points at grades two, five, six and seven. They increased at grades four, nine, ten and eleven. The largest decrease was four points at grade three (from 64 to 60). Even with the decreases mathematics scores were still much higher than reading scores, ranging from a low of 44 to a high of 68. Scores in grades two through eight were at or above the national average.

Language scores increased by two or four points at grades two, five, six, eight, nine, ten and eleven. The only decline was again at grade three where scores dropped by four points to the 64th percentile. Mean scores in nine of the ten grades tested were at or above the national average. The highest average score was at grade five (66th percentile) and the lowest at grade ten (46th percentile).

Table 1
Metropolitan Achievement Test
Mean Scores by Grade and Subtest
1984-1985

Grade	Reading	Mathematics	Language	Number Tested
2	48	62	60	3507
3	46	60	64	3790
4	46	64	64	3971
5	50	68	66	3914
6	44	54	56	3945
7	44	50	52	4055
8	42	54	54	4131
9	48	48	50	4094
10	40	44	46	3208
11	42	48	50	2455
Total				37,070

Achievement trends as measured by this test are shown in Table 2. This table displays the mean scores earned on all subtests from 1981 through 1985. Scores have not varied a great deal from one year to the next but it is evident that reading scores have improved over the past several years with notable improvements at the high school level this year.

Mathematics and language scores have always been higher than reading and have shown a similar pattern of improvement: smaller gains at the elementary level and greater gains in the secondary grades. However, elementary scores were higher to begin with and remain so.

Figures 1, 2 and 3 are graphic displays of these average reading, mathematics and language scores for the past three years. The trends and the relationship between district scores and national norms are evident.

Table 2
Metropolitan Achievement Test
Mean National Percentile Scores by Grade
1981 - 1985

	Reading					Mathematics					Language				
Grade	81	82	83	84	85	81	82	83	84	85	81	82	83	84	85
2	48	44	44	48	48	64	58	58	64	62	56	50	52	58	60
3	48	44	46	48	46	64	58	60	64	60	52	58	62	68	64
4	44	44	44	46	46	60	58	60	62	64	58	58	62	64	64
5	46	46	46	50	50	66	68	68	70	68	56	58	62	64	66
6	42	46	44	42	44	56	60	54	56	54	50	52	54	54	56
7	38	38	42	44	44	52	50	52	52	50	44	46	50	52	52
8	38	44	40	40	42	50	54	52	54	54	40	46	48	50	54
9	34	38	44	42	48	34	38	44	44	48	36	40	44	46	50
10	32	36	36	36	40	38	40	42	43	44	38	42	42	44	46
11	32	40	36	40	42	36	46	44	46	48	34	42	42	46	50

FIGURE 1

Metropolitan Achievement Test
Mean Reading Scores
1982 — 1985

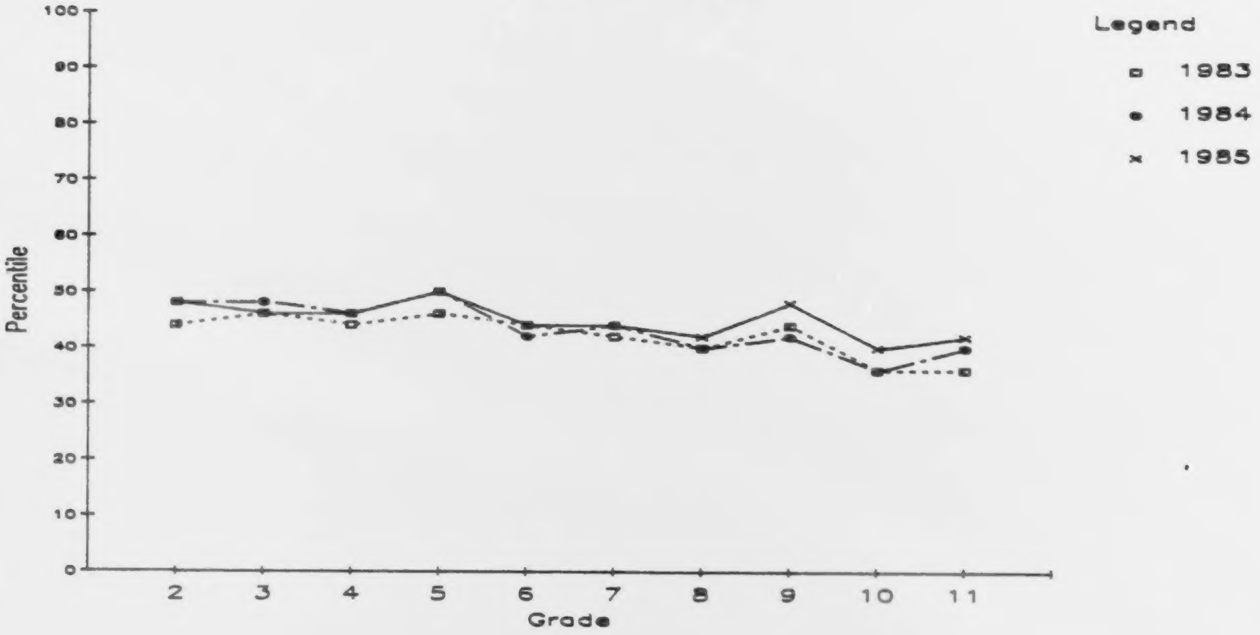


FIGURE 2

Metropolitan Achievement Test
Mean Mathematics Scores
1982 — 1985

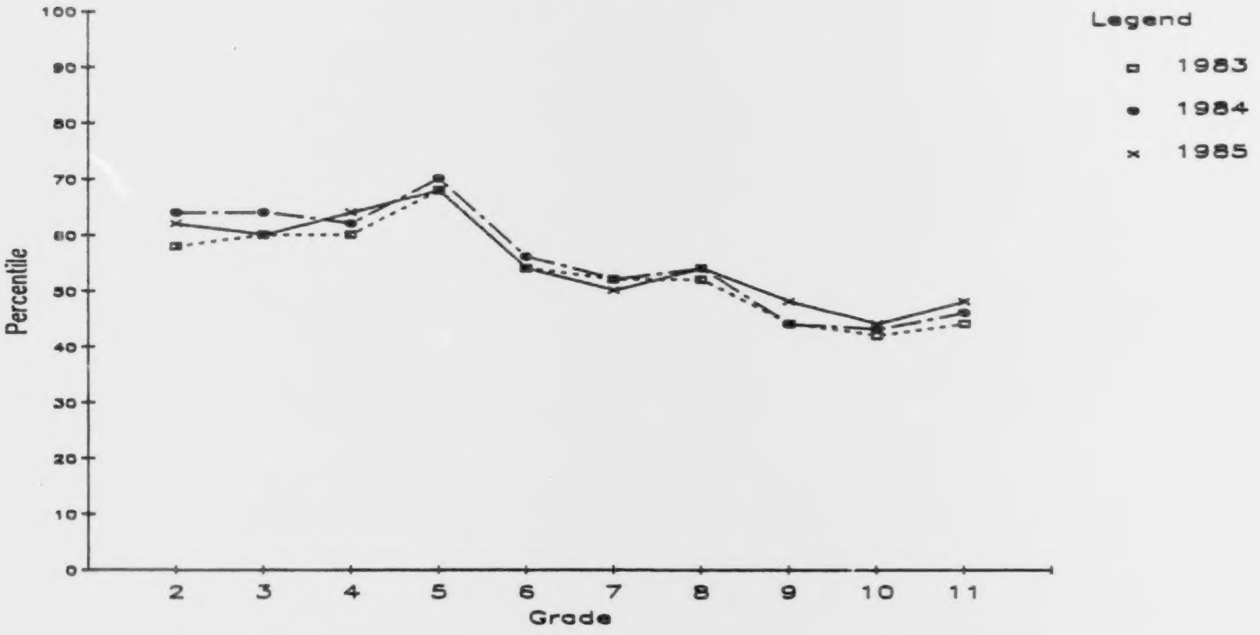
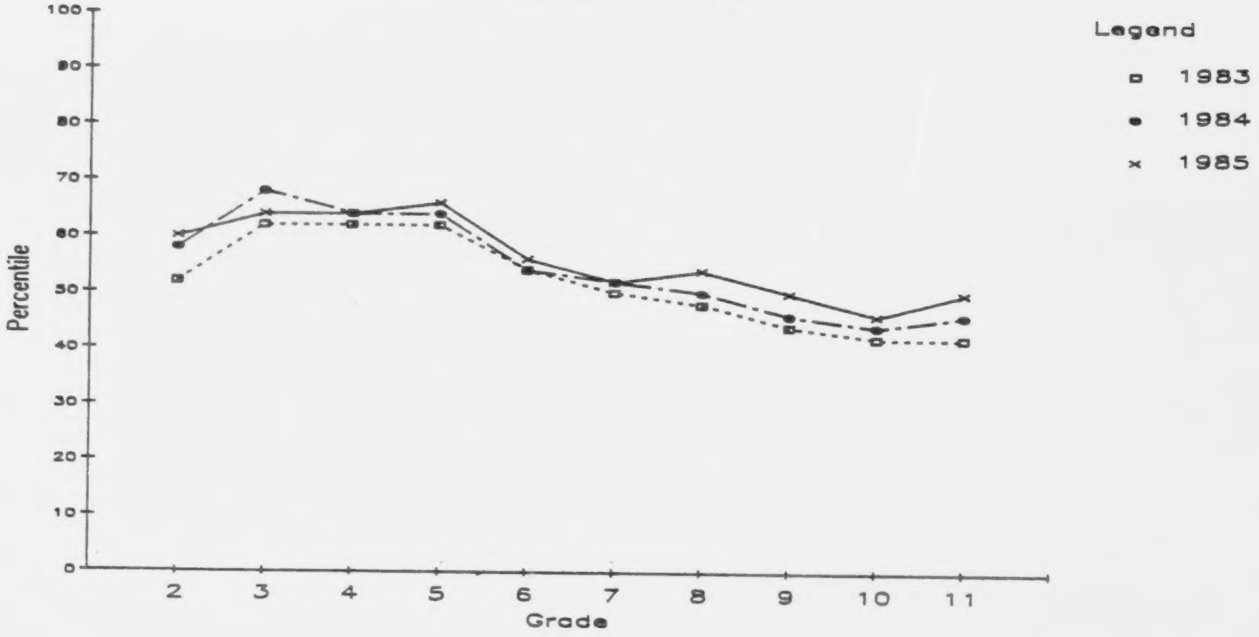


FIGURE 3



Metropolitan Achievement Test
Mean Language Scores
1982 — 1985

More detailed results for the Metropolitan Achievement Test are found in Appendicies A, B, and C. Appendix A contains the mean reading, mathematics and language scores for each school and grade level for the past three years. Schools are arranged by elementary, middle, and high school. The second appendix (B) displays MAT mean scores arranged by grade, subtest and ethnic group for the past three years. Appendix C has a MAT relative performance summary for each school. These summaries include the percentages of students scoring at or above grade level, one year below grade level and two or more years below grade level in reading and in mathematics.

Texas Assessment of Basic Skills Results

1985

Texas Assessment of Basic Skills Results
1985

The Texas Assessment of Basic Skills has been administered statewide since 1980 to fifth and ninth grade students and since 1981 to third grade students. There are three tests at each grade level in the areas of mathematics, reading and writing. The tests are made up of multiple choice questions and, in addition, the writing test requires students to complete an essay. Specific objectives are measured within each test. These objectives are measured with four questions. In order to master an objective a student must answer three of the four questions correctly. Essays receive scores from 0 to 4. A score of 2 or better is required for mastery.

The state maintains security of the tests by changing approximately one-half of the questions on every year. The new items are field tested throughout the state and are carefully reviewed before they become part of the test. However, some variations in the level of difficulty of test items do occur. This means rising or falling scores may be the result of differences in the level of difficulty of the test items instead of differences in student achievement. A second reason for score differences is the change in students. Each year a new group of third, fifth and ninth grade students take the tests. If they differ in ability from the students who took the tests the previous year, difference in the scores may result. Finally, scores may differ because of improvement brought about by the instructional program that the students took part in during the school year.

Third Grade Performance

Third grade mastery levels in 1985 were similar but slightly lower than in 1984 with few exceptions. Mastery levels were the same or higher in six of ten mathematics objectives, two of eight reading objectives and three of five writing objectives.

Several objectives on the three tests showed marked changes from the previous year's performance. These objectives were:

Mathematics
- Reading and Writing Whole Numbers, 88 percent mastery-up 6 points
- Selecting Units of Measure, 57 percent mastery-down 7 points
- Ordering Whole Numbers, 65 percent mastery-down 11 points

Reading
- Using Context Clues, 79 percent mastery-down 5 points
- Sequencing Events, 62 percent mastery-down 6 points
- Identifying the Main Idea, 58 percent mastery-down 10 points

Writing
- Spelling, 97 percent mastery-up 5 points
- Punctuation, 72 percent mastery-up 4 points
- Correct English Usage, 78 percent/mastery-down 11 points

Table 3 below shows the objective mastery scores for all three tests from 1981 through 1985. Scores from 1981 through 1984 show moderate improvement in almost every objective every year. The only exception to this was a nine point drop in sequencing events from 1981 to 1982. However, scores from 1985 showed significant declines in six objectives, two in mathematics, three in reading and one in writing. Figures 4, 5, and 6 are graphic representations of the scores shown in Table 3. They illustrate the trends in performance over the past four years.

Table 3

Third Grade TABS Results

Basic Skills Area		Objectives	1981	1982	1983	1984	1985
MATHEMATICS	1.	Read and Write Whole Numbers	79	82	83	82	88
	2.	Order Whole Numbers	56	53	64	74	65
	3.	Add Whole Numbers	83	87	87	88	89
	4.	Subtract Whole Numbers	71	70	72	77	75
	5.	Solve Word Problems: +, -	77	83	85	85	85
	6.	Complete Number Patterns	79	81	79	85	84
	7.	Multiply Whole Numbers	90	92	92	92	93
	8.	Identify Fractional Parts	85	86	87	90	90
	9.	Identify Values of Money	85	90	90	91	91
	10.	Select Units of Measure	39	46	55	64	57
READING	1.	Identify the Main Idea	57	56	56	68	58
	2.	Recall Facts and Details	66	75	74	79	78
	3.	Sequence Events	69	60	62	68	62
	4.	Follow Written Directions	92	95	93	95	97
	5.	Recognize Words Through Phonic Anal.	89	89	89	91	90
	6.	Use Context Clues	76	79	81	84	79
	7.	Understand Word Structures	63	73	76	77	75
	8.	Recognize Words by Sight	79	87	87	90	90
WRITING	1.	Spelling	91	94	92	92	97
	2.	Punctuation	51	60	58	68	72
	3.	Capitalization	80	84	85	88	88
	4.	Correct English Usage	71	74	85	89	78
	5.	Sentence Structure	67	67	69	74	73
		Writing Sample Raw Score 4 or 3	22	24	12	3	2
		Raw Score 2	66	39	81	56	41
		Raw Score 1 or 0	12	38	7	41	57

FIGURE 4

TABS Third Grade
Mathematics Scores
by Objective

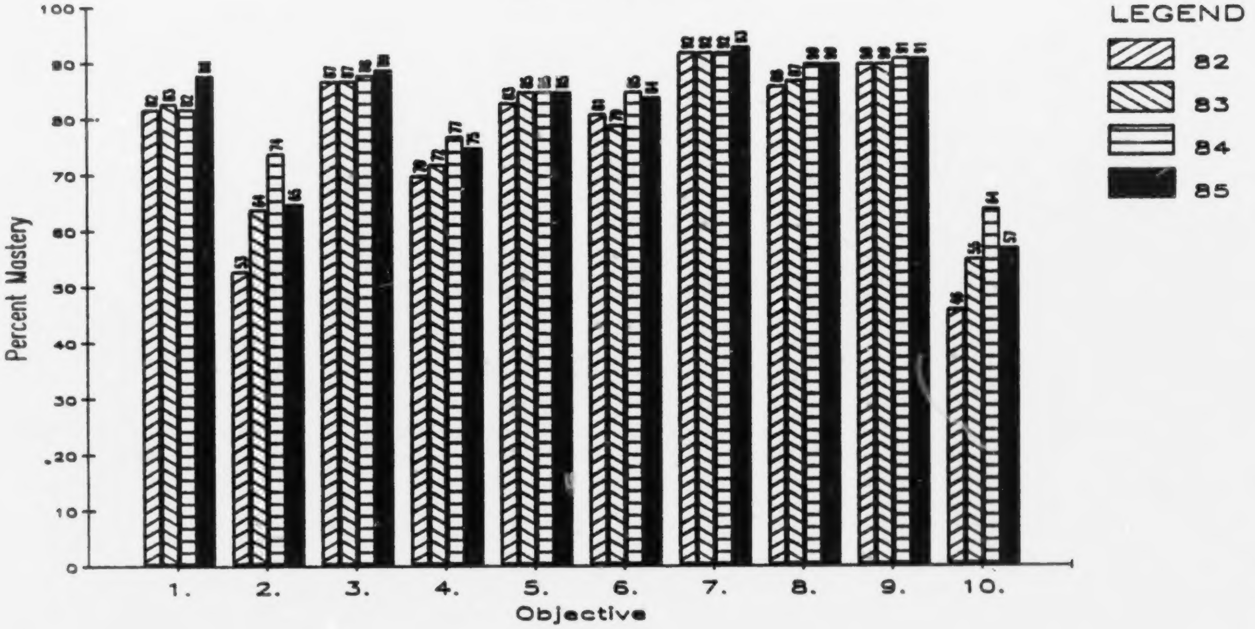


FIGURE 5

TABS Third Grade
Reading Scores
by Objective

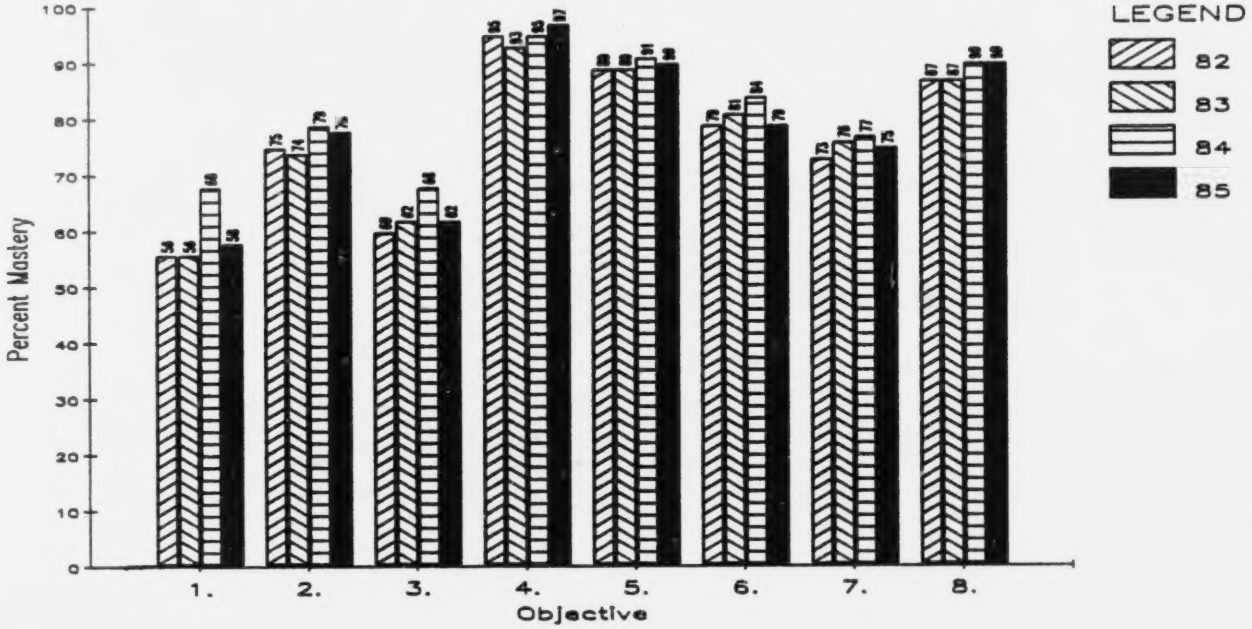
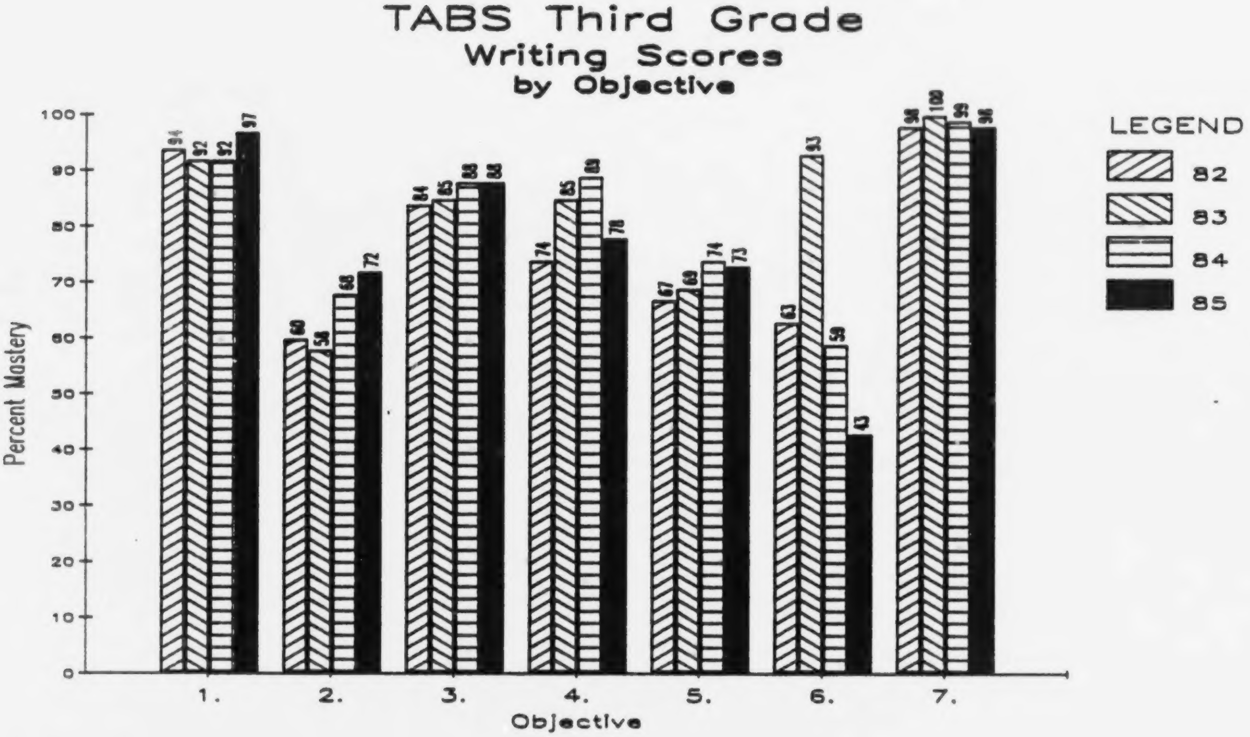


FIGURE 6


TABS Third Grade
Writing Scores
by Objective
Percent Mastery
0
10
20
30
40
50
60
70
80
90
100
94
92
92
97
60
58
68
72
84
85
88
88
74
85
89
78
67
69
74
73
63
93
59
43
98
100
99
98
1.
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Objective
LEGEND
82
83
84
85

Fifth Grade Performance

The fifth grade TABS tests have been given since 1980. Mastery levels for most objectives on the three tests have increased from year to year through 1984. The results for 1985 do not follow the trends of past years. Instead scores declined in eight of twelve mathematics objectives, eight of eleven reading objectives and in three of six writing objectives.

The most noticeable changes occurred in the mastery levels for these objectives:

Mathematics
. Ordering Whole Numbers, 87 percent mastery-up 3 points
. Interpreting Graphs, 90 percent mastery-down 6 points
. Multiplying Whole Numbers, 82 percent mastery-down 6 points
. Geometric Terms and Figures, 77 percent mastery-down 7 points
. Identifying Equivalent Fractions, 68 percent mastery-down 9 points
. Solving Word Problems Using Mulitiplication and Division, 50 percent mastery-down 11 points

Reading
. Distinguishing Fact and Non-Fact, 67 percent mastery-up 3 points
. Using and Index, 88 percent mastery-up 3 points
. Recalling Facts and Details, 71 percent mastery-down 5 points
. Sequencing Events, 75 percent mastery-down 5 points
. Identifying the Main Idea, 56 percent mastery-down 7 points
. Identifying Character Feelings, 75 percent mastery-down 8 points
. Predicting Outcomes, 58 percent mastery-down 9 points
. Drawing Conclusions, 57 percent mastery-down 20 points

Writing
. Punctuation, 61 percent mastery-down 11 points

A summary of the fifth grade TABS results is shown in Table 4. Mastery scores from 1980 through 1985 are displayed. Objective mastery trends at this grade level have been consistent from 1981 through 1984 as scores increased moderately in most objectives. Like third grade scores however, the 1985 results had significant decreases in twelve objectives: five in mathematics, six in reading and one in writing. Figures 7, 8, and 9 shows scores for the past three years graphed by objectives.

Table 4

Fifth Grade TABS Results

Basic Skills Area		Objectives	1980	1981	1982	1983	1984	1985
M	1.	Geometric Terms, Figures	48	73	71	78	84	77
A	2.	Interpret Place Value	40	38	59	64	67	67
T	3.	Add Whole Numbers	86	90	91	96	93	90
H	4.	Subtract Whole Numbers	71	81	82	85	84	80
E	5.	Multiply Whole Numbers	67	76	81	83	88	82
M	6.	Divide Whole Numbers	64	74	73	78	80	78
A	7.	Solve Word Problems: +, -	70	84	82	80	81	82
T	8.	Solve Word Problems: x, /	43	53	52	56	61	50
I	9.	Units of Measure	82	88	89	84	86	87
C	10.	Interpret Graphs	75	86	87	95	96	90
S	11.	Identify Equivalent Fractions	47	51	57	61	68	59
	12.	Order Whole Numbers	60	75	81	82	84	87
R	1.	Identify the Main Idea	44	58	54	62	63	56
E	2.	Recall Facts and Details	78	61	70	74	76	71
A	3.	Sequence Events	53	64	69	72	75	70
D	4.	Distinguish Fact and Non-Fact	23	53	54	56	64	67
I	5.	Draw Conclusions	52	46	56	71	77	57
N	6.	Predict Outcomes	42	56	60	63	67	58
G	7.	Use Context Clues	83	90	91	93	94	92
	8.	Use an Index	76	80	85	87	85	88
	9.	Use Maps and Charts	68	68	83	85	87	87
	10.	Follow Written Directions	79	86	83	85	87	86
	11.	Identify Character Feelings	59	69	75	83	83	75
W	1.	Spelling	91	96	96	96	98	98
R	2.	Punctuation	51	58	56	64	72	61
I	3.	Capitalization	77	85	85	88	91	90
T	4.	Correct English Usage	58	63	65	66	71	71
I	5.	Sentence Structure	77	81	81	84	86	85
N	6.	Commonly Used Forms	86	91	90	90	92	92
G								
	Writing Sample	Raw Score 4 or 3	58	25	13	50	12	17
		Raw Score 2	34	53	53	46	54	51
		Raw Score 1 or 0	9	22	34	3	34	32

FIGURE 7

TABS Fifth Grade
Mathematics Scores
by Objective

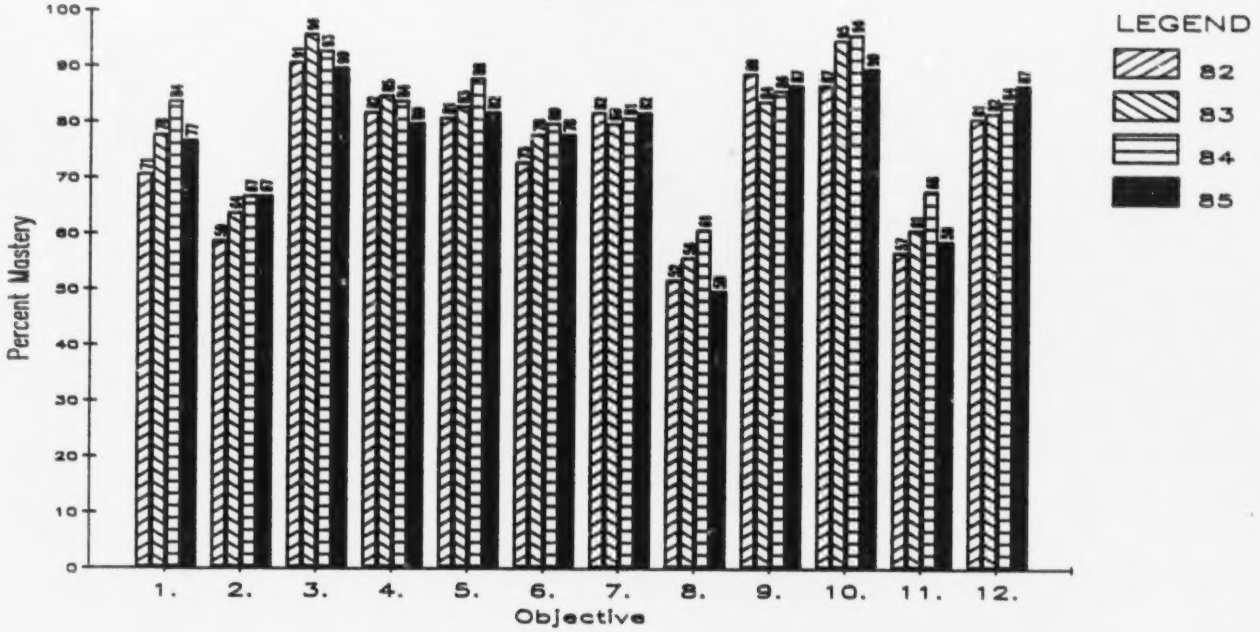


FIGURE 8

TABS Fifth Grade
Reading Scores
by Objective

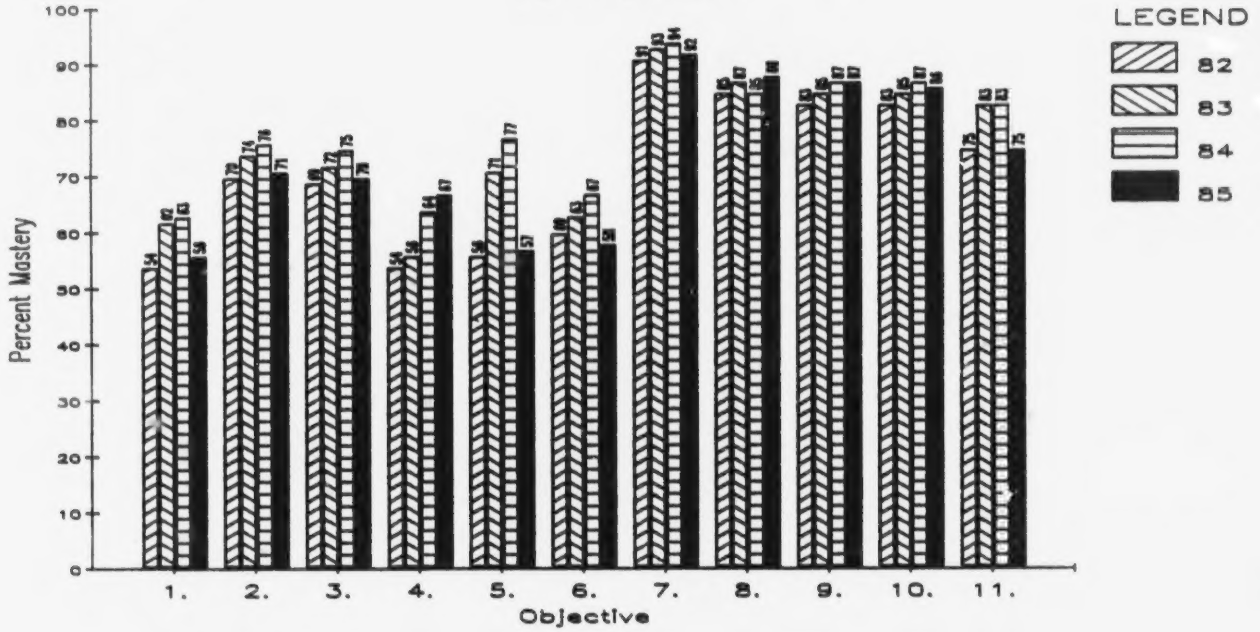
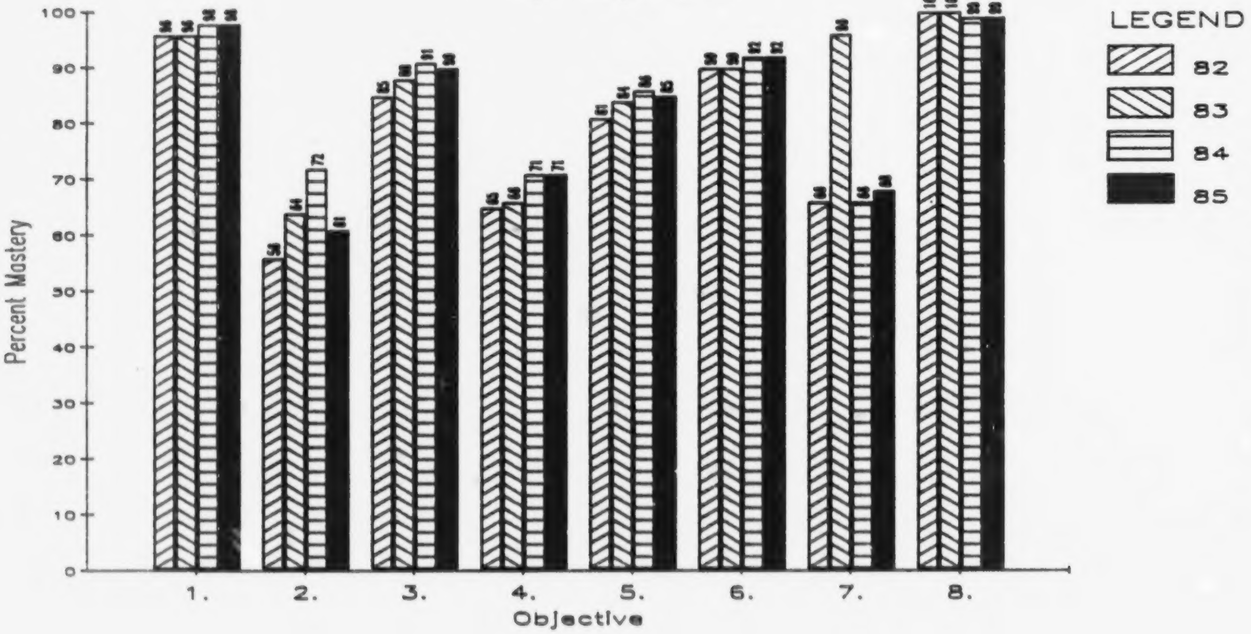


FIGURE 9

TABS Fifth Grade
Writing Scores
by Objective



Ninth Grade Performance

This year's ninth grade class had lower scores on the TABS tests than the class of 1984. Mathematics mastery levels were only slightly lower, one percentage point, but reading mastery fell off by thirteen points and writing dropped three points.

Performance on individual objectives varied considerably as well. The most significant changes are as follows:

Mathematics
- Reading and Interpreting Charts and Graphs, 92 percent mastery-up 4 points
- Solving Problems Using Money, 86 percent mastery-up 4 points
- Multiplying and Dividing Whole Numbers, 88 percent mastery-up 3 points
- Solving Personal Finance Problems, 36 percent mastery-up 3 points
- Using Decimals to Add, Subtract, Multiply and Divide, 71 percent mastery-down 4 points
- Use Ratio/Proportion and Percent, 34 percent mastery-down 10 points
- Determine Distance/Location on Maps, 82 percent mastery-down 11 points

Reading
- Use Maps and Charts, 75 percent mastery-down 7 points
- Use Reference Skills, 75 percent mastery-down 7 points
- Perceive Cause and Effect, 64 percent mastery-down 7 points
- Draw conclusions, 59 percent mastery-down 9 points
- Use the Parts of a Book, 60 percent mastery-down 10 points
- Evaluate Information, 54 percent mastery-down 12 points
- Distinguish Fact and nonfact, 58 percent mastery-down 13 points
- Make Generalizations, 58 percent mastery-down 14 points
- Identifying the Main Idea, 56 percent mastery-down 14 points
- Sequence Events, 55 percent mastery-down 28 points

Writing
- Commonly Used Forms, 86 percent mastery-up 9 points
- Correct English Usage, 56 percent mastery-up 4 points
- Punctuation, 72 percent mastery-up 4 points
- Sentence Structure, 78 percent mastery-down 11 points

Table 5 shows ninth grades TABS scores from 1980 through 1985. The contrast between 1985 mastery levels and the levels of the past two years is quite evident, especially in reading. At this point we do not know the reason for the large drop in reading scores. This much of a change may be caused by differences in the test itself. We will be able to determine this once we know what has happened in other districts and at the state level. Following the table figures 10, 11 and 12 display graphs of the objective scores from 1982 through 1985.

Table 5

Ninth Grade TABS Results

Basic Skills Area	Objectives	1980	1981	1982	1983	1984	1985
M	1. Add and Subtract Whole Numbers	87	92	95	94	95	95
A	2. Multiply & Divide Whole Numbers	66	79	85	84	85	88
T	3. Solve Problems: +, -, x, /	42	47	53	54	61	59
H	4. Use Frac./Mixed Nos: +, -, x	37	40	45	47	49	51
E	5. Use Decimals: +, -, x, /	61	56	69	70	75	71
M	6. Solve Personal Finance Problems	24	32	35	34	33	36
A	7. Solve Problems Using Money	61	73	86	82	82	86
T	8. Use Measurement Units	51	55	65	66	67	69
I	9. Use Ratio/Proportion & Percent	30	33	32	44	44	34
C	10. Deter. Distance/Location on Map	64	72	80	79	93	82
S	11. Read & Interpret Charts/Graphs	74	90	89	87	88	92
	Percent Mastering the Math Test	46	54	63	64	69	68
R	1. Identify the Main Idea	53	53	55	63	68	56
E	2. Sequence Events	54	55	62	69	83	55
A	3. Perceive Cause and Effect	55	66	61	66	71	64
D	4. Evaluate Information	62	55	56	59	66	54
I	5. Distinguish Fact and Non-fact	38	50	45	57	71	58
N	6. Draw Conclusions	43	58	64	66	68	59
G	7. Make Generalizations	40	46	54	57	72	58
	8. Follow Written Directions	88	85	89	87	91	93
	9. Use The Parts of a Book	45	47	51	55	70	60
	10. Use Reference Skills	74	78	78	82	82	75
	11. Use Maps and Charts	52	53	66	78	82	75
	Percent Mastering the Reading Test	46	52	57	66	74	61
W	1. Spelling	76	79	80	79	84	85
R	2. Punctuation	48	52	63	63	68	72
I	3. Capitalization	65	85	83	85	91	88
T	4. Correct English Usage	47	48	48	51	52	56
I	5. Sentence Structure	68	71	74	74	89	78
N	6. Commonly Used Forms	70	75	83	87	77	86
G							
	Writing Sample Raw Score 4 or 3	1	10	8	16	5	9
	Raw Score 2	41	67	61	74	50	42
	Raw Score 1 or 0	58	23	30	9	46	49
	Percent Mastering the Writing Test	40	69	65	81	53	50

FIGURE 10

TABS Ninth Grade
Mathematics Scores
by Objective

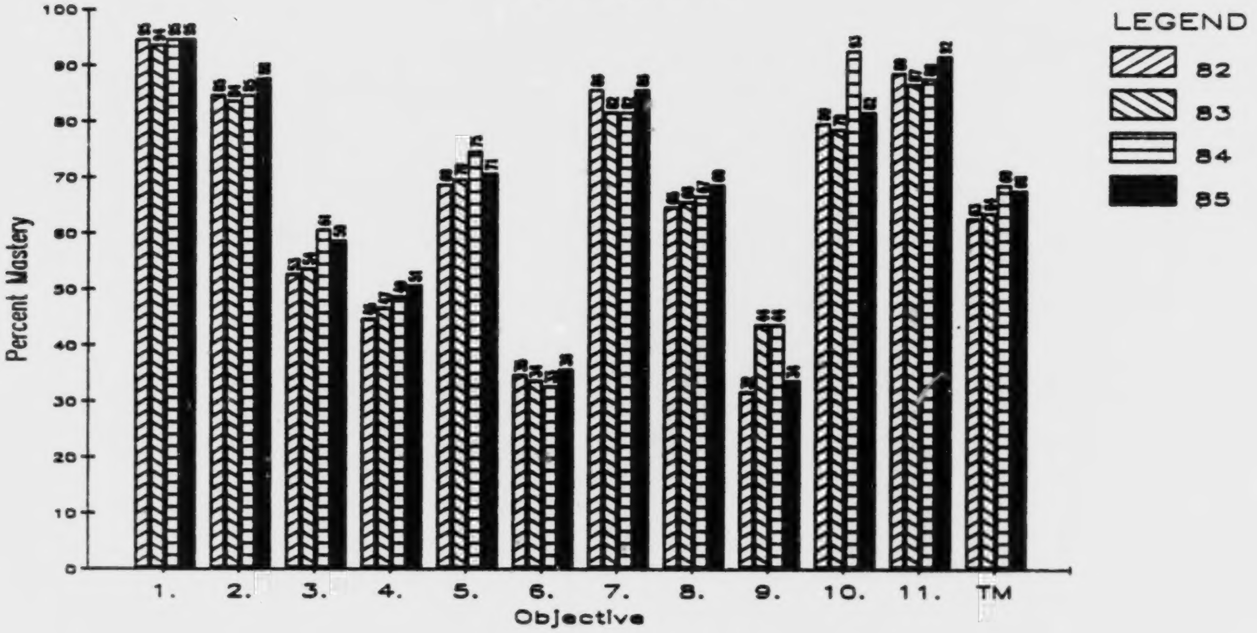
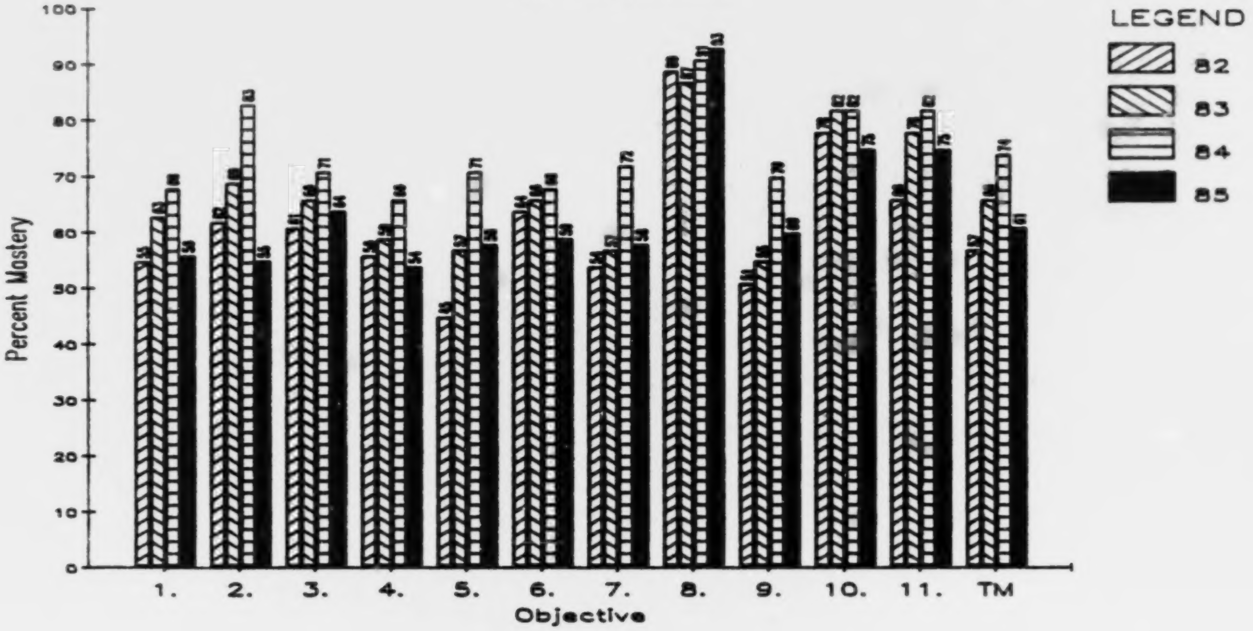


FIGURE 11

TABS Ninth Grade
Reading Scores
by Objective

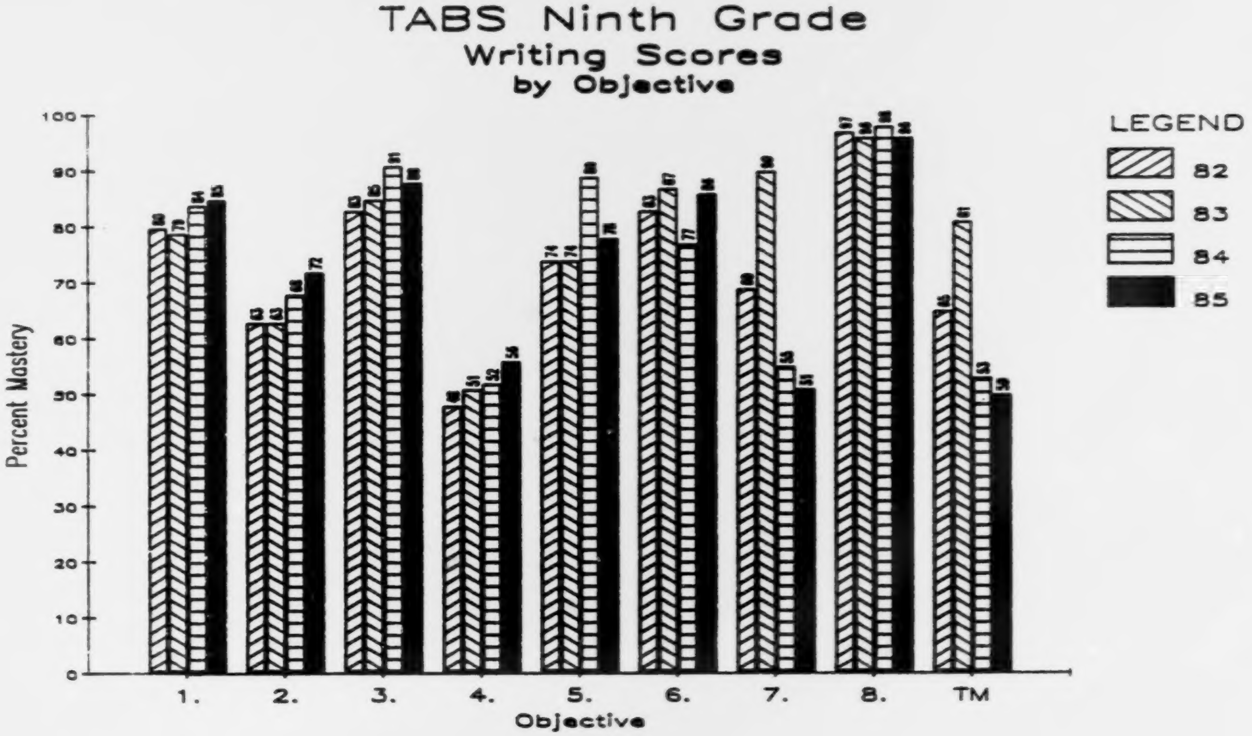


Other TABS results are shown in Appendicies D, E and F. The cumulative mastery scores for each high school grade level are found in Appendix D. These scores are displayed in tables and graphs showing the mastery levels of the freshmen, sophomore, junior and senior classes. This year's senior class has the highest mastery levels of any SAISD graduating class with 95 percent of the class mastering each of the three tests.

Appendix E includes the objective mastery scores for the third, fifth and ninth grade tests by campus. These scores vary from the district averages in many cases but the trends seen in the district scores are generally reflected in the campus results.

The last TABS appendix (F) has a breakdown of scores by grade, test, objective and ethnicity from 1982 through 1985.

FIGURE 12



Appendix A
MAT Mean Scores
by Grade and School
1983-1985

Metropolitan Mean Percentile Scores by Grade
For 1983 - 1985

Reading

School	2nd Grade			3rd Grade			4th Grade			5th Grade		
	83'	84'	85'	83'	84'	85'	83'	84'	85'	83'	84'	85'
Arnold	66	54	76	64	68	52	54	64	70	76	64	64
Austin	56	44	46	42	46	38	50	30	40	42	48	44
Ball	40	52	40	42	48	42	44	48	48	46	46	40
Barkley	66	44	56	38	44	48	42	66	54	52	42	30
Baskin	66	60	60	70	74	56	64	58	74	70	62	68
Beacon Hill	44	48	60	36	44	48	46	50	48	50	52	56
Bonham	30	46	50	42	42	56	34	50	50	42	46	60
Bowden	38	46	42	46	50	48	44	46	42	42	50	42
Bowie	44	38	40	50	50	44	44	38	34	44	54	34
Brackenridge	32	34	36	28	34	24	26	32	28	16	22	38
Brewer	38	58	46	26	46	32	32	40	32	34	48	40
Briscoe	46	42	50	42	42	36	36	50	44	46	48	46
Burnet	34	50	38	38	40	54	36	42	36	52	48	50
Cameron	36	24	32	74	44	52	42	46	54	42	58	40
Carvajal	38	28	38	26	38	28	36	36	34	24	34	26
Collins Garden	48	48	54	52	56	56	50	36	54	46	48	48
Cotton	38	44	48	34	44	34	56	48	48	38	54	42
Crockett	36	46	52	46	40	52	46	44	44	56	72	56
De Zavala	44	48	52	50	40	42	28	42	44	26	52	52
Douglass				40	30	28	38	40	32	62	30	48
Fenwick	44	50	48	52	44	50	48	52	44	48	38	50
Forbes	46	50	44	54	58	46	46	52	42	44	68	66
Foster	50	58	66	48	48	50	58	58	50	50	56	56
Franklin	50	56	56	48	56	40	40	42	46	42	46	46
Gates	50	54	42	56	50	56	36	46	46	46	52	56
Graebner	46	54	52	48	54	50	54	56	52	46	48	54
Green	50	44	56	48	56	48	50	48	54	50	38	52
Hawthorne	48	54	42	50	48	50	50	56	50	48	50	58
Herff	36	44	52									
Highland Hills	48	54	56	62	64	52	50	56	58	50	54	50
Highland Park	46	36	42	44	48	38	44	40	46	30	38	46
Hillcrest	42	54	52	48	40	38	54	50	46	46	60	54
Hirsch	42	38	40	36	66	46	40	32	48	56	46	52
Huppertz	76	68	68	56	58	70	52	54	56	48	48	48

Metropolitan Mean Percentile Scores by Grade
For 1983 - 1985

Reading

School	2nd Grade			3rd Grade			4th Grade			5th Grade		
	83'	84'	85'	83'	84'	85'	83'	84'	85'	83'	84'	85'
Johnson	26	38	48	36	50	42	38	42	40	18	26	52
Kelly	64	58	52	42	52	52	40	52	54	44	38	42
King	32	46	52	40	40	46	40	50	42	42	38	54
Knox	22	74	52	42	46	38	44	46	44	40	60	32
Lamar			50			56			50			32
Madison	48	58	64	50	48	62	46	50	50	54	56	56
Margil	30	34	38	36	40	48	44	44	62	48	52	40
Maverick	64	60	62	60	56	54	48	58	54	58	56	68
Miller	28	28	32	24	26	34	42	34	32	40	40	34
Neal	58	60	68	72	68	54	58	64	58	64	60	68
Nelson	46	42	40	36	44	38	40	36	40	32	46	38
Ogden	46	46	48	44	38	48	44	48	48	38	38	42
Pershing	36	32	46	42	38	30	38	32	34	66	52	54
Pfeiffer	38	36	54	23	40	52	38	42	52	42	46	32
Riverside Park	32	32	44	48	42	38	40	42	46	52	40	52
Rodriguez	56	46	54	52	60	54	44	30	34	50	54	42
Rogers	58	54	60	58	66	64	46	52	56	62	58	60
Ruiz	36	54	50	30	48	50	26	38	50	48	56	50
Schenck	46	52	58	60	70	52	52	54	54	64	76	72
Smith	34	36	38	42	36	38	36	50	40	38	42	48
Steele	52	46	44	50	62	56	50	52	56	76	70	70
Stewart	52	54	44	56	68	54	48	48	50	58	64	52
Storm	34	42	44	40	40	42	40	46	46	34	38	44
Travis	52	52	50	46	50	52	58	44	54	48	62	54
Tynan	58	30	38	42	40	42	32	48	36	32	32	44
Washington	34	38	32	70	36	44	38	40	38	38	38	42
White	36	66	40	36	66	52	44	50	34	46	48	46
Wilson	64	72	74	52	52	54	60	61	50	60	56	60
Woodlawn	68	54	48	50	60	50	52	56	60	64	60	68
Woodlawn Hills	26	50	54	46	44	40	46	44	42	44	50	48

Metropolitan Mean Percentile Scores by Grade
For 1983 - 1985

Mathematics

	2nd Grade			3rd Grade			4th Grade			5th Grade		
School	83'	84'	85'	83'	84'	85'	83'	84'	85'	83'	84'	85'
Arnold	86	76	94	80	68	60	66	86	80	94	88	78
Austin	66	70	54	64	68	44	58	46	64	58	68	74
Ball	38	52	38	60	58	40	54	58	56	50	52	44
Barkley	77	34	80	66	72	58	42	86	68	72	56	48
Baskin	89	76	77	84	74	68	88	62	78	90	80	70
Beacon Hill	44	58	56	36	50	64	64	72	68	68	96	74
Bonham	44	68	64	44	64	60	54	72	46	52	64	80
Bowden	32	48	48	46	74	56	62	60	68	89	92	72
Bowie	76	74	74	90	80	60	50	58	50	80	78	74
Brackenridge	52	52	72	50	56	38	36	44	40	26	42	52
Brewer	70	80	48	42	86	38	40	46	40	77	94	72
Briscoe	60	46	50	56	58	42	44	68	60	89	80	74
Burnet	46	84	62	60	74	74	62	50	50	78	82	66
Cameron	56	40	42	84	64	70	44	54	82	58	70	68
Carvajal	56	44	44	38	46	30	38	50	46	54	62	36
Collins Garden	42	62	62	68	80	82	77	56	66	56	64	56
Cotton	42	66	54	52	56	36	72	68	48	68	88	76
Crockett	52	66	82	68	56	68	68	60	60	60	68	70
De Zavala	68	48	64	86	70	48	40	72	62	46	72	80
Douglass				40	34	42	60	40	40	94	40	52
Fenwick	50	66	48	50	36	42	60	56	54	64	50	62
Forbes	64	76	66	68	80	64	70	68	62	56	76	80
Foster	50	70	82	48	52	58	70	60	94	62	60	72
Franklin	58	64	70	58	54	42	60	54	62	58	68	54
Gates	66	77	68	74	72	68	52	62	64	76	88	88
Graebner	70	80	76	68	77	74	72	70	74	74	68	64
Green	94	66	72	70	72	64	60	70	62	48	58	60
Hawthorne	60	72	54	60	60	60	62	66	60	70	64	70
Herff	48	56	72									
Highland Hills	58	64	64	77	88	78	74	78	84	72	74	72
Highland Park	60	50	62	36	56	44	42	42	48	48	66	66
Hillcrest	64	70	70	62	58	58	58	60	56	66	82	74
Hirsch	52	34	48	44	72	66	48	42	62	58	46	58
Huppertz	94	76	76	64	68	80	48	52	64	50	76	66

Metropolitan Mean Percentile Scores by Grade
For 1983 - 1985

Mathematics

School	2nd Grade			3rd Grade			4th Grade			5th Grade		
	83'	84'	85'	83'	84'	85'	83'	84'	85'	83'	84'	85'
Johnson	32	50	48	52	74	56	44	56	50	48	42	56
Kelly	94	76	68	62	66	70	66	64	82	46	70	62
King	48	60	76	56	34	60	46	56	62	54	36	60
Knox	50	90	84	66	70	52	64	58	48	58	68	44
Lamar			72			58			58			54
Madison	64	66	72	50	60	62	56	70	68	76	74	66
Margil	38	38	44	52	3	48	60	62	72	66	64	66
Maverick	82	70	72	56	80	70	44	46	66	56	54	64
Miller	28	44	30	34	36	52	60	66	36	58	54	52
Neal	46	70	66	84	76	64	78	74	68	94	94	99
Nelson	60	64	52	40	66	62	48	28	40	36	54	42
Ogden	64	74	64	60	42	54	56	50	62	80	76	74
Pershing	50	72	68	64	70	52	48	36	60	89	80	92
Pfeiffer	34	38	58	36	58	48	48	64	68	36	54	46
Riverside Park	32	44	50	74	60	46	46	54	66	60	62	66
Rodriguez	72	84	82	38	80	60	40	36	38	62	70	64
Rogers	70	72	78	64	84	82	92	94	92	96	96	94
Ruiz	72	70	62	40	62	54	38	58	54	76	58	66
Schenck	62	64	62	78	84	64	74	70	62	78	94	94
Smith	44	46	42	70	54	48	76	84	70	58	60	70
Steele	70	72	62	72	72	74	72	77	80	92	88	84
Stewart	72	74	74	80	86	74	70	60	74	72	76	68
Storm	58	68	64	44	46	48	60	66	64	66	80	74
Travis	58	70	58	64	70	64	70	64	62	70	66	70
Tynan	64	30	40	40	44	62	28	54	46	36	40	58
Washington	44	58	36	80	50	48	38	56	38	46	44	66
White	68	78	54	40	72	64	56	54	44	58	60	60
Wilson	76	88	94	88	76	90	80	78	84	92	82	92
Woodlawn	86	58	48	60	80	60	64	88	86	86	76	88
Woodlawn Hills	44	74	66	58	54	46	62	50	52	50	50	58

Metropolitan Mean Percentile Scores by Grade
For 1983 - 1985

Language

School	2nd Grade			3rd Grade			4th Grade			5th Grade		
	83'	84'	85'	83'	84'	85'	83'	84'	85'	83'	84'	85'
Arnold	80	76	92	66	74	76	68	82	74	92	80	77
Austin	66	56	54	68	72	38	72	58	78	62	66	60
Ball	48	56	50	64	60	52	66	64	64	56	58	42
Barkley	64	52	80	56	60	70	68	96	84	60	62	50
Baskin	84	70	77	84	82	74	94	62	86	80	77	72
Beacon Hill	44	56	64	48	56	68	58	58	68	56	58	70
Bonham	36	56	62	56	48	68	40	70	54	48	64	84
Bowden	46	46	52	58	66	66	60	54	64	82	86	74
Bowie	54	48	60	92	86	66	54	68	56	64	80	56
Brackenridge	40	48	50	50	60	42	46	48	40	36	38	58
Brewer	46	62	64	40	88	60	54	56	54	68	84	70
Briscoe	52	46	58	56	52	46	52	70	64	68	60	64
Burnet	34	52	44	64	64	78	54	56	56	62	66	58
Cameron	38	22	44	94	68	68	50	68	72	54	72	64
Carvajal	48	32	48	40	54	36	54	52	52	44	56	58
Collins Garden	50	60	58	70	80	82	68	52	68	56	60	60
Cotton	40	52	56	56	64	52	74	62	58	64	72	62
Crockett	40	54	70	66	56	68	60	64	66	52	58	62
De Zavala	60	54	62	84	78	62	48	72	62	36	64	56
Douglass				44	36	40	60	46	42	64	42	54
Fenwick	52	66	58	58	44	60	62	66	62	62	58	64
Forbes	50	62	68	68	80	70	64	62	60	54	82	74
Foster	48	56	66	62	60	62	70	66	64	56	60	68
Franklin	56	60	62	62	58	46	56	58	68	54	52	58
Gates	54	60	58	70	74	60	58	66	68	60	80	72
Graebner	58	72	74	74	74	72	70	76	78	58	62	66
Green	82	50	66	72	86	82	68	76	77	46	54	64
Hawthorne	54	66	54	62	64	62	66	66	66	64	58	68
Herff	48	60	58									
Highland Hills	62	70	72	77	92	77	68	78	84	66	70	64
Highland Park	52	44	54	44	52	42	60	60	62	40	54	54
Hillcrest	52	66	70	66	62	64	66	68	64	60	84	70
Hirsch	52	44	44	52	76	70	40	44	58	60	50	64
Huppertz	88	80	82	80	80	84	66	70	76	66	74	72

Metropolitan Mean Percentile Scores by Grade
For 1983 - 1985

Language

		2nd Grade			3rd Grade			4th Grade			5th Grade	
School	83'	84'	85'	83'	84'	85'	83'	84'	85'	83'	84'	85'
Johnson	34	62	62	44	76	70	54	66	62	46	42	62
Kelly	86	77	64	60	84	77	64	72	90	54	62	62
King	46	52	70	62	50	60	64	70	60	46	48	74
Knox	46	70	80	64	64	70	62	68	58	66	74	38
Lamar			60			64			66			44
Madison	58	66	74	62	70	70	58	68	62	70	72	72
Margil	32	44	54	44	52	56	64	52	70	60	70	62
Maverick	80	70	72	62	72	68	58	60	66	64	64	66
Miller	26	32	40	44	40	48	62	60	38	48	36	48
Neal	68	66	72	80	82	68	84	82	78	84	82	92
Nelson	50	64	40	62	60	74	50	46	54	46	60	48
Ogden	52	58	56	60	50	58	46	44	56	48	54	60
Pershing	52	46	58	58	66	52	52	40	50	92	70	80
Pfeiffer	32	44	44	28	50	52	48	50	64	30	42	34
Riverside Park	44	44	58	76	62	52	52	60	60	62	56	74
Rodriguez	38	42	58	42	77	72	56	40	48	50	62	54
Rogers	68	66	74	68	86	86	70	77	88	88	88	88
Ruiz	48	64	54	40	60	62	44	52	70	58	58	62
Schenck	58	68	72	80	84	66	66	68	64	68	88	86
Smith	34	44	42	62	52	48	54	66	54	58	58	52
Steele	38	58	58	68	68	70	74	74	74	92	84	92
Stewart	62	66	62	78	84	77	82	68	72	68	76	62
Storm	46	56	54	52	50	58	50	64	64	60	58	64
Travis	60	58	62	74	74	76	70	68	74	58	74	70
Tynan	68	30	46	54	52	56	46	62	58	52	38	62
Washington	46	54	46	58	50	54	46	52	50	48	48	66
White	48	68	52	48	74	76	62	66	50	56	56	62
Wilson	62	78	88	89	76	89	74	78	70	82	72	88
Woodlawn	80	58	58	66	82	72	66	92	88	74	78	82
Woodlawn Hills	40	66	68	60	54	58	64	64	60	50	52	62

Metropolitan Mean Percentile Scores by Grade
For 1983 - 1985

Reading

	6th Grade			7th Grade			8th Grade		
School	83'	84'	85'	83'	84'	85'	83'	84'	85'
Connell	44	52	48	44	54	54	48	48	46
Cooper	42	36	34	34	42	34	36	30	38
Davis	38	48	44	38	56	50	44	46	50
Emerson	38	34	34	32	30	30	26	28	34
Harris	44	42	40	40	42	34	36	40	36
Irving	44	44	44	40	38	42	36	36	32
King	44	42	44	46	46	48	44	46	48
Longfellow	60	54	54	58	58	54	58	54	54
Lowell	44	44	42	38	42	38	40	38	40
Mann	50	50	46	48	50	52	50	50	50
Page	44	40	34	30	40	34	30	36	40
Poe	38	38	42	30	36	36	30	28	36
Rhodes	28	24	32	32	23	26	30	22	26
Rogers	50	52	50	58	46	58	54	48	52
Tafolla	34	23	28	30	32	22	30	32	34
Twain	42	38	42	38	40	40	40	40	46
Whittier	52	50	48	54	50	50	46	48	48

Metropolitan Mean Percentile Scores by Grade
For 1983 - 1985

Mathematics

	6th Grade			7th Grade			8th Grade		
School	83'	84'	85'	83'	84'	85'	83'	84'	85'
Connell	52	60	54	58	64	62	56	56	50
Cooper	50	46	40	52	48	42	50	52	48
Davis	48	68	56	42	64	72	58	54	62
Emerson	44	52	64	30	28	40	36	30	42
Harris	40	44	44	38	32	30	36	42	36
Irving	72	72	82	76	52	66	56	72	60
King	54	62	48	68	62	56	72	82	72
Longfellow	66	56	60	74	68	60	70	70	68
Lowell	64	62	62	58	74	58	58	60	62
Mann	58	58	48	64	52	60	54	60	52
Page	42	50	46	32	44	38	38	42	46
Poe	56	52	50	38	42	34	46	44	50
Rhodes	40	34	34	36	36	36	40	30	46
Rogers	52	64	58	56	46	54	56	54	52
Tafolla	38	30	32	28	34	23	40	44	44
Twain	46	48	48	44	42	34	44	46	46
Whittier	76	80	76	60	54	60	56	60	56

Metropolitan Mean Percentile Scores by Grade
For 1983 - 1985

Language

		6th Grade			7th Grade			8th Grade	
School	83'	84'	85'	83'	84'	85'	83'	84'	85'
Connell	52	58	60	50	56	56	50	50	52
Cooper	48	48	48	48	50	46	40	42	44
Davis	54	76	52	50	68	52	60	64	62
Emerson	44	46	48	40	40	48	32	34	42
Harris	46	50	52	44	42	44	42	46	46
Irving	62	60	58	58	52	56	56	58	64
King	50	50	54	48	60	60	46	56	60
Longfellow	72	66	66	68	70	68	66	68	68
Lowell	54	54	58	50	48	52	46	52	54
Mann	56	54	52	54	54	54	54	58	56
Page	56	52	52	46	54	46	44	46	56
Poe	50	48	54	34	44	44	34	38	52
Rhodes	42	42	46	36	38	38	40	34	38
Rogers	56	66	70	52	48	58	56	52	56
Tafolla	42	34	42	34	44	30	32	42	44
Twain	50	54	54	46	50	54	42	44	54
Whittier	62	66	60	58	54	58	52	60	60

Metropolitan Mean Percentile Scores by Grade
For 1983 - 1985

Reading

	9th Grade			10th Grade			11th Grade		
School	83'	84'	85'	83'	84'	85'	83'	84'	85'
Burbank	42	46	50	36	34	40	38	42	48
Edison	48	48	56	42	40	44	44	46	48
Fox Tech	34	32	42	26	32	34	26	38	34
Highlands	46	46	50	38	42	46	40	44	48
Houston	42	40	44	32	30	36	34	32	34
Jefferson	56	52	60	50	44	50	52	50	50
Lanier	40	34	38	28	30	32	28	42	38
Wheatley	38	36	38	26	32	36	28	28	32

Metropolitan Mean Percentile Scores by Grade
For 1983 - 1985

Mathematics

School	9th Grade			10th Grade			11th Grade		
	83'	84'	85'	83'	84'	85'	83'	84'	85'
Burbank	42	44	46	36	36	44	40	40	46
Edison	52	60	60	48	48	50	48	54	56
Fox Tech	36	38	46	34	38	40	36	36	42
Highlands	44	44	48	46	48	48	48	48	52
Houston	44	42	42	38	38	38	40	40	36
Jefferson	54	50	60	52	50	52	60	56	56
Lanier	48	40	40	42	58	42	36	54	56
Wheatley	38	34	42	32	38	36	38	34	46

Metropolitan Mean Percentile Scores by Grade
For 1983 - 1985

Language

School	9th Grade			10th Grade			11th Grade		
	83'	84'	85'	83'	84'	85'	83'	84'	85'
Burbank	42	50	54	38	38	48	32	40	46
Edison	50	54	56	44	46	50	58	54	58
Fox Tech	36	40	46	36	38	36	28	44	40
Highlands	44	48	52	46	50	54	48	54	58
Houston	46	40	44	42	36	38	34	40	36
Jefferson	56	58	62	52	52	56	54	54	54
Lanier	42	38	42	36	38	34	36	52	46
Wheatley	38	36	42	30	38	36	36	26	40

Appendix B
MAT Mean Scores
by Grade by Ethnic Group
1983-1985

Metropolitan Achievement Test
Mean National Percentile Scores
by Grade and Ethnic Group
1983 - 1985

Grade	Ethnic Group	READING 1983	READING 1984	READING 1985	MATH 1983	MATH 1984	MATH 1985	LANGUAGE 1983	LANGUAGE 1984	LANGUAGE 1985
2	All	44	48	48	58	64	62	52	58	60
	Black	40	42	38	48	56	48	46	48	48
	Hispanic	38	48	50	52	66	64	46	58	62
	White	50	54	60	64	72	72	58	66	70
3	All	46	48	46	60	64	60	62	68	64
	Black	44	46	44	54	54	58	58	64	58
	Hispanic	38	46	44	54	56	58	56	66	64
	White	62	66	58	70	68	70	72	77	74
4	All	44	46	46	60	62	64	62	64	64
	Black	40	42	40	50	52	52	54	56	56
	Hispanic	40	46	46	54	62	62	58	64	64
	White	58	62	62	70	77	78	72	72	72
5	All	46	50	50	68	70	68	62	64	66
	Black	48	46	46	66	62	64	60	60	62
	Hispanic	42	48	50	64	70	68	56	64	66
	White	66	66	66	78	80	78	74	78	76
6	All	44	42	44	54	56	54	54	54	56
	Black	38	42	44	48	58	52	48	56	54
	Hispanic	40	40	42	52	54	54	50	54	56
	White	62	58	60	66	66	68	64	66	72
7	All	42	44	44	52	52	50	50	52	52
	Black	38	42	46	48	50	52	46	52	54
	Hispanic	36	42	42	48	50	48	46	50	50
	White	56	60	60	64	64	62	56	62	64
8	All	40	40	42	52	54	54	48	50	54
	Black	36	38	42	54	56	56	44	50	52
	Hispanic	36	38	40	48	52	50	44	50	54
	White	62	54	60	66	64	64	62	60	66
9	All	44	42	48	44	44	48	44	46	50
	Black	34	36	42	34	36	40	36	40	44
	Hispanic	38	42	46	40	44	48	40	46	50
	White	60	60	62	62	62	64	58	60	60
10	All	36	36	40	42	43	44	42	44	46
	Black	28	30	34	36	36	38	36	36	38
	Hispanic	30	36	40	42	48	46	38	42	44
	White	56	52	58	60	58	58	56	58	60
11	All	36	40	42	44	46	48	42	46	50
	Black	28	32	34	34	36	36	32	40	38
	Hispanic	36	42	46	44	46	50	38	44	48
	White	58	62	62	62	64	64	62	64	64

Appendix C
MAT Relative Performance Summary by District and School
1984-1985

Metropolitan Achievement Test
District Relative Performance Summary
Reading and Mathematics
1984-1985

	% At/Above Grade Level		% 1 Yr. Below Grade Level		% 2 or More Yrs. Below Grade Level	
Grade	Reading	Math	Reading	Math	Reading	Math
2	65	84	35	14	0	2
3	44	68	44	26	12	6
4	41	72	30	19	29	9
5	52	80	17	13	31	7
6	43	59	13	21	44	20
7	43	57	14	23	43	20
8	45	56	11	14	44	30
9	49	47	11	13	40	40
10	42	44	14	10	44	46
11	48	45	8	9	44	46

FIGURE 13

Metropolitan Achievement Test
Relative Performance in Reading
1984 — 1985

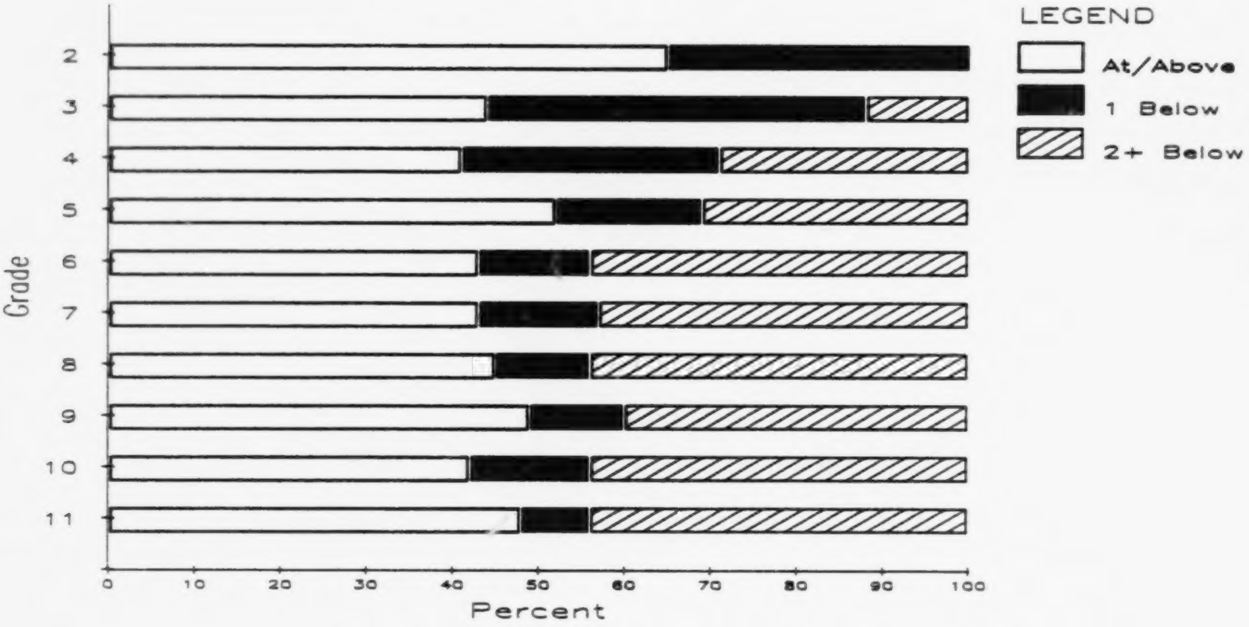
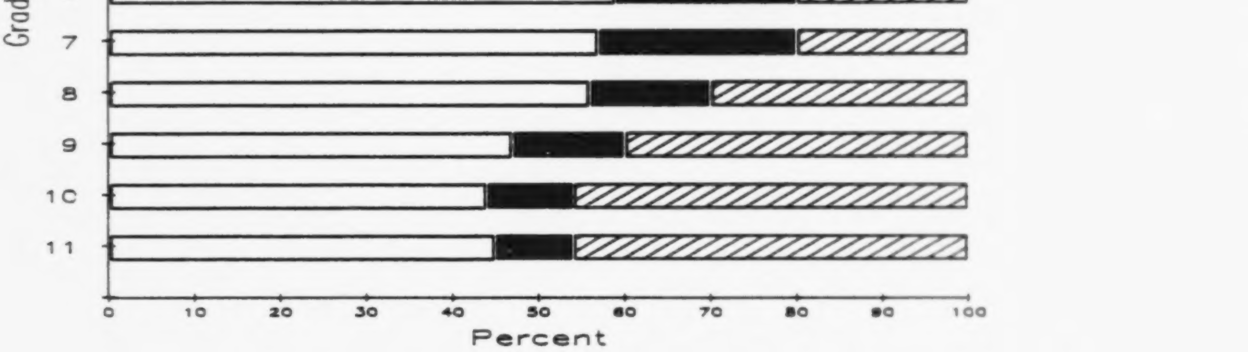


FIGURE 14

Metropolitan Achievement Test
Relative Performance in Mathematics
1984 — 1985



Metropolitan Achievement Test
Relative Performance Summary
1984 - 1985

	% At or Above Grade Level		% One Year Below Grade Level		% Two or More Years Below Grade Level	
School	Reading	Math	Reading	Math	Reading	Math
Arnold	74	92	20	6	6	2
Austin	46	77	29	21	24	2
Ball	48	65	34	26	19	9
Barkley	44	70	33	20	23	10
Baskin	73	88	20	8	7	4
Beacon Hill	61	79	27	13	12	8
Bonham	44	68	38	21	18	11
Bowden	47	76	35	18	18	6
Bowie	31	81	43	12	26	7
Brackenridge	27	60	39	26	34	15
Brewer	29	60	38	27	33	13
Briscoe	45	66	34	26	22	8
Burnet	46	80	34	17	20	3
Cameron	58	82	32	12	10	2
Carvajal	32	53	34	33	34	14
Collins Garden	57	79	29	16	14	6
Cotton	44	71	35	21	21	8
Crockett	50	80	32	15	18	5
De Zavala	40	71	35	23	25	6
Douglass	31	58	35	29	34	13
Fenwick	51	68	27	20	22	12
Forbes	57	84	31	12	13	5
Foster	65	89	22	9	13	2
Franklin	50	75	30	17	20	8
Gates	60	85	27	12	13	4
Graebner	58	84	29	13	13	3
Green	53	84	32	13	15	2
Hawthorne	55	80	33	15	13	4
Herff	68	89	31	10	1	1
Highland Hills	65	90	23	8	12	2
Highland Park	46	69	36	24	18	7
Hillcrest	52	77	32	17	15	5
Hirsch	52	76	35	19	13	6
Huppertz	68	88	19	10	13	2

Metropolitan Achievement Test
Relative Performance Summary
1984 - 1985

	% At or Above Grade Level		% One Year Below Grade Level		% Two or More Years Below Grade Level	
School	Reading	Math	Reading	Math	Reading	Math
Johnson	41	67	37	24	22	9
Kelly	59	88	28	11	12	1
King	47	71	35	18	18	11
Knox	35	65	41	29	23	6
Lamar	47	75	35	20	19	5
Madison	67	81	20	14	13	5
Margil	46	70	32	22	23	8
Maverick	70	86	23	11	7	3
Miller	30	57	44	33	26	10
Neal	74	89	18	9	8	2
Nelson	41	70	37	24	22	7
Ogden	51	75	32	20	17	5
Pershing	43	78	35	16	23	6
Pfeiffer	57	71	22	24	22	5
Riverside Park	48	73	36	22	16	5
Rodriguez	47	75	26	14	27	11
Rogers	73	95	20	4	7	2
Ruiz	45	71	33	20	22	9
Schenck	71	84	19	13	10	3
Smith	45	76	36	19	19	5
Steele	67	89	27	8	6	3
Stewart	56	89	29	8	16	3
Storm	34	69	43	24	24	7
Travis	47	75	37	19	16	6
Tynan	44	73	39	19	17	7
Washington	41	64	36	28	22	8
White	51	73	29	18	19	9
Wilson	69	93	23	5	8	1
Woodlawn	69	87	26	12	5	2
Woodlawn Hills	48	75	37	21	15	4

Metropolitan Achievement Test
Relative Performance Summary
1984 - 1985

School	% At or Above Grade Level		% One Year Below Grade Level		% Two or More Years Below Grade Level	
	Reading	Math	Reading	Math	Reading	Math
Connell	54	65	11	16	35	19
Cooper	28	41	13	24	59	35
Davis	52	63	11	18	37	19
Emerson	32	50	12	21	55	28
Harris	36	43	13	24	51	34
Irving	35	68	13	15	52	17
King	52	69	13	15	35	16
Longfellow	57	67	11	17	32	16
Lowell	40	67	13	15	47	18
Mann	51	62	16	15	33	23
Page	35	47	12	25	53	28
Poe	37	48	13	26	49	26
Rhodes	26	45	10	22	65	33
Rogers	56	62	14	21	30	17
Tafolla	27	33	12	25	61	42
Twain	42	49	13	21	45	29
Whittier	54	69	13	16	33	15

Metropolitan Achievement Test
Relative Performance Summary
1984 - 1985

	% At or Above Grade Level		% One Year Below Grade Level		% Two or More Years Below Grade Level	
School	Reading	Math	Reading	Math	Reading	Math
Burbank	50	43	13	12	37	45
Edison	54	57	13	10	33	34
Fox Tech	37	39	12	11	52	50
Highlands	54	50	11	11	35	39
Houston	43	42	10	9	47	50
Jefferson	61	55	11	12	28	33
Lanier	30	38	11	11	59	51
Wheatley	39	39	10	11	52	50

Appendix D
Texas Assessment of Basic Skills
Exit Level Cumulative Mastery Scores
by High School Class

Table 6
Comparison of Mastery Percentages for Ninth Grade Classes
1980-1985

	MATHEMATICS						READING						WRITING					
School	80	81	82	83	84	85	80	81	82	83	84	85	80	81	82	83	84	85
Burbank	49	62	64	65	66	69	48	56	62	66	72	68	47	79	76	86	55	62
Edison	48	52	65	64	76	72	49	57	57	63	78	67	51	76	73	81	69	51
Fox Tech	36	47	57	57	62	65	37	43	52	61	66	58	27	57	52	73	54	40
Highlands	54	55	68	68	68	70	51	57	60	69	77	64	48	68	72	86	43	41
Houston	47	42	67	57	66	63	46	40	59	64	71	59	36	73	73	79	45	42
Jefferson	63	73	73	72	83	80	62	68	68	76	87	73	50	82	76	92	55	77
Lanier	32	48	57	61	68	58	26	41	43	59	67	47	25	63	49	74	53	25
Wheatley	39	50	57	66	64	69	47	50	55	68	73	56	36	61	53	75	48	62
District	46	54	63	64	69	68	46	52	57	66	74	61	40	69	65	81	53	50

Table 7
TABS Cumulative Test Mastery
Tenth Grade
May 1985

	Mathematics		Reading		Writing	
School	Number	Percent	Number	Percent	Number	Percent
Burbank	305	90	297	88	261	77
Edison	334	89	320	85	287	76
Fox Tech	402	82	389	79	343	70
Highlands	467	89	461	88	324	62
Houston	219	77	226	80	190	67
Jefferson	440	87	445	83	407	81
Lanier	399	83	367	77	304	64
Wheatley	329	86	326	85	286	74
District	2895	86	2831	84	2403	71

Table 8
TABS Cumulative Test Mastery
Eleventh Grade
May 1985

	Mathematics		Reading		Writing	
School	Number	Percent	Number	Percent	Number	Percent
Burbank	285	90	295	94	298	95
Edison	304	96	290	92	284	90
Fox Tech	309	89	311	90	314	91
Highlands	398	93	403	94	401	91
Houston	227	91	231	92	237	95
Jefferson	348	94	349	94	351	94
Lanier	295	89	285	86	291	88
Wheatley	215	91	219	93	209	89
District	2381	92	2381	92	2383	92

Table 9
TABS Cumulative Test Mastery
Twelfth Grade
May 1985

	Mathematics		Reading		Writing	
School	Number	Percent	Number	Percent	Number	Percent
Burbank	266	96	261	94	271	98
Edison	257	95	257	95	260	96
Fox Tech	240	92	242	93	238	91
Highlands	384	96	381	95	374	94
Houston	204	94	210	96	212	97
Jefferson	350	97	355	98	353	98
Lanier	264	95	251	90	265	95
Wheatley	231	95	233	96	227	93
District	2196	95	2190	95	2200	95

FIGURE 15

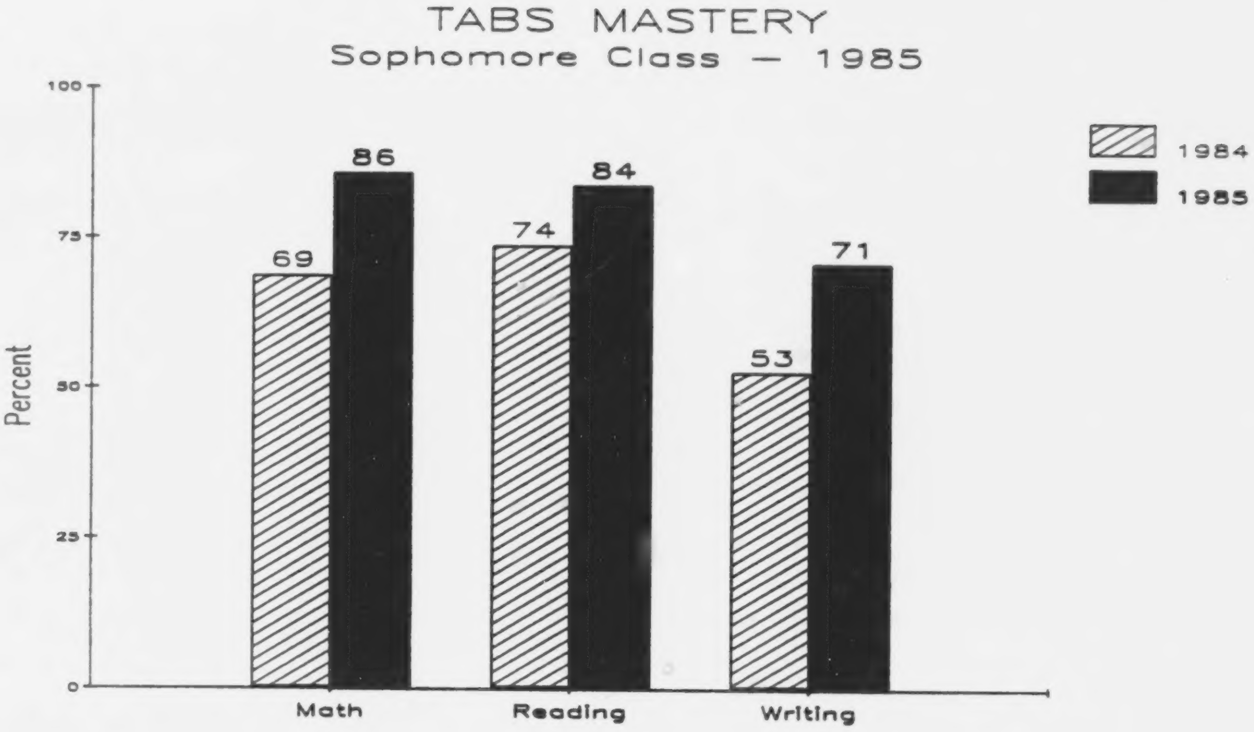


FIGURE 16

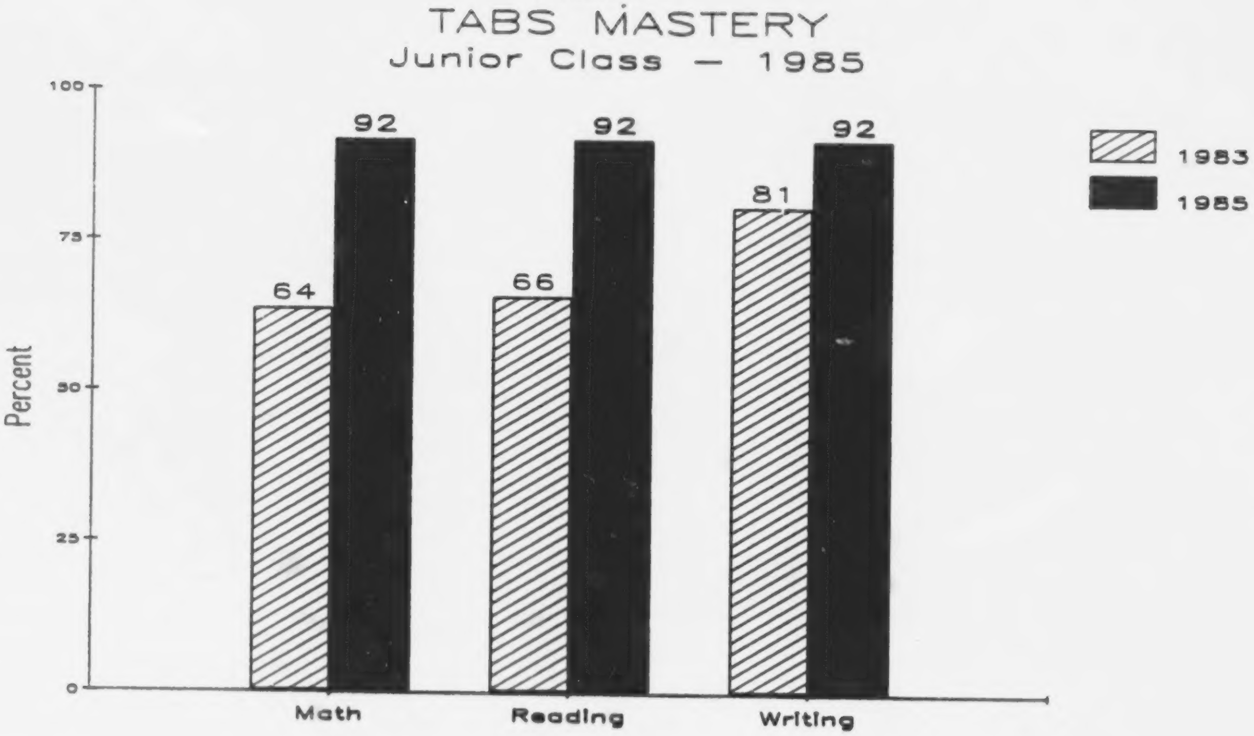
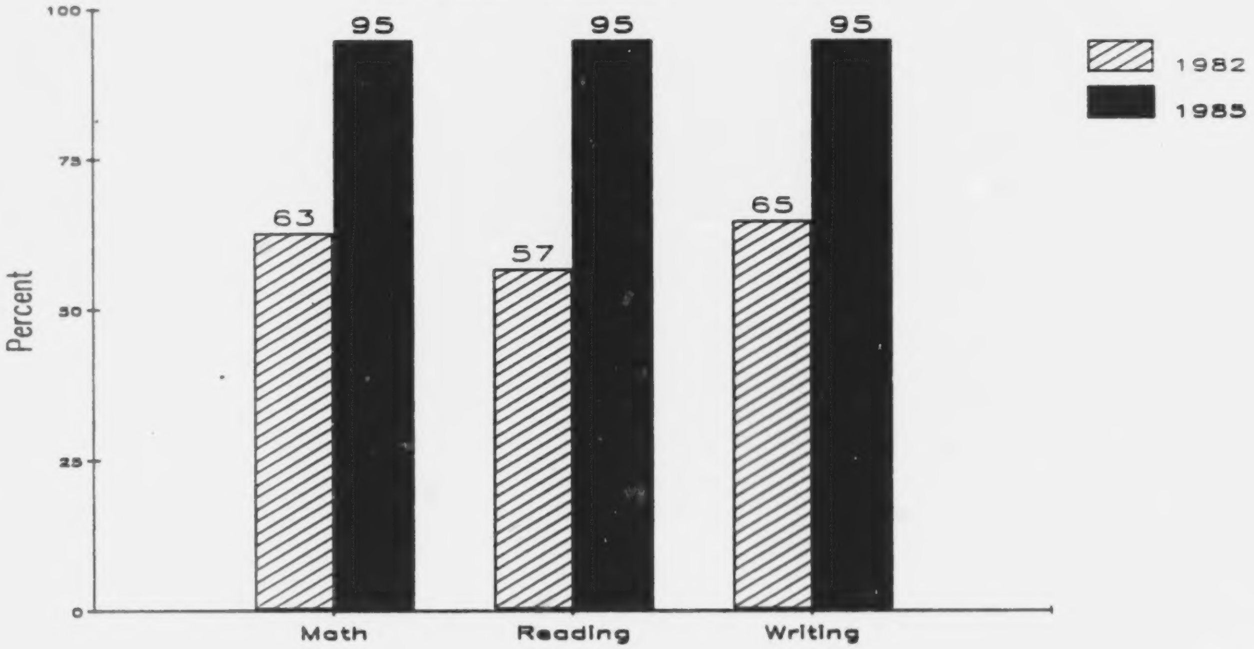


FIGURE 17

TABS MASTERY
Senior Class — 1985



Appendix E
Texas Assessment of Basic Skills by District and School

District Scores

1985

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 03

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.READ AND WRITE WHOLE NUMBERS	3801	88	542
	2.ORDER WHOLE NUMBERS	2817	65	1526
	3.ADD WHOLE NUMBERS	3858	89	485
	4.SUBTRACT WHOLE NUMBERS	3240	75	1103
	5.SOLVE WORD PROBLEMS: +, -	3671	85	672
	6.COMPLETE NUMBER PATTERNS	3659	84	684
	7.MULTIPLY WHOLE NUMBERS	4028	93	315
	8.IDENTIFY FRACTIONAL PARTS	3926	90	417
	9.IDENTIFY VALUES OF MONEY	3972	91	371
	10.SELECT UNITS OF MEASURE	2475	57	1868
	STUDENTS TESTED: 4343			
READING	1.IDENTIFY MAIN IDEA	2430	58	1779
	2.RECALL FACTS, DETAILS	3284	78	925
	3.SEQUENCE EVENTS	2596	62	1613
	4.FOLLOW WRITTEN DIRECTIONS	4079	97	130
	5.RECOGNIZE WORDS THROUGH PHONIC ANALYSIS	3796	90	413
	6.USE CONTEXT CLUES	3307	79	902
	7.UNDERSTAND WORD STRUCTURES	3155	75	1054
	8.RECOGNIZE WORDS BY SIGHT	3802	90	407
	STUDENTS TESTED: 4209			
WRITING	1.SPELLING	4064	97	147
	2.PUNCTUATION	3032	72	1179
	3.CAPITALIZATION	3695	88	516
	4.CORRECT ENGLISH USAGE	3281	78	930
	5.SENTENCE STRUCTURE	3092	73	1119

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE TO TOPIC }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	2	41	56	1

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
98	1	0	1

STUDENTS TESTED: 4211

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT	4641	
Number Not Tested	263	
The following data are based on NUMBER OF STUDENTS TESTED.	4378	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	3	0
Asian or Pacific Islander	17	0
Black	511	12
Hispanic	3469	79
White	378	9
FREE/REDUCED PRICE MEAL PROGRAM	3524	80
CHAPTER I REGULAR PROGRAM	1590	36
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	47	1
Mathematics Program	20	0
Oral Language Development Program	1	0
Eligible but not participating	18	0
Neither eligible nor participating	4299	98
LIMITED ENGLISH PROFICIENCY	507	12
BILINGUAL / ESL PROGRAMS		
Bilingual Program	446	10
English as a Second Language Program	140	3
SPECIAL EDUCATION		
Learning Disability	176	4
Emotionally Disturbed	15	0
Speech Handicapped	110	3
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	5	0
Other handicapping condition	2	0
Non special education students	4099	94
STATE GIFTED/TALENTED PROGRAM	66	2

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TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: **MAY 1985**

DATE OF TESTING: **FEBRUARY 1985**

DISTRICT: 015-907 SAN ANTONIO ISD

GRADE: **03**

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. READ AND WRITE WHOLE NUMBERS	366	73	138
	2. ORDER WHOLE NUMBERS	243	48	261
	3. ADD WHOLE NUMBERS	412	82	92
	4. SUBTRACT WHOLE NUMBERS	309	61	195
	5. SOLVE WORD PROBLEMS: +, -	353	70	151
	6. COMPLETE NUMBER PATTERNS	382	76	122
	7. MULTIPLY WHOLE NUMBERS	439	87	65
	8. IDENTIFY FRACTIONAL PARTS	419	83	85
	9. IDENTIFY VALUES OF MONEY	440	87	64
	10. SELECT UNITS OF MEASURE	169	34	335
	STUDENTS TESTED: 504			
READING	1. IDENTIFY MAIN IDEA	158	33	315
	2. RECALL FACTS, DETAILS	238	50	235
	3. SEQUENCE EVENTS	157	33	316
	4. FOLLOW WRITTEN DIRECTIONS	413	87	60
	5. RECOGNIZE WORDS THROUGH PHONIC ANALYSIS	361	76	112
	6. USE CONTEXT CLUES	224	47	249
	7. UNDERSTAND WORD STRUCTURES	206	44	267
	8. RECOGNIZE WORDS BY SIGHT	320	68	153
	STUDENTS TESTED: 473			
WRITING	1. SPELLING	413	88	57
	2. PUNCTUATION	217	46	253
	3. CAPITALIZATION	340	72	130
	4. CORRECT ENGLISH USAGE	253	54	217
	5. SENTENCE STRUCTURE	231	49	239

WRITTEN COMPOSITION

ORGANIZATION OF IDEAS }
APPROP. RESPONSE TO TOPIC }

% R.S. OF 4	% R.S. OF 3	% R.S. OF 2	% R.S. OF 1	% R.S. OF 0
0	0	22	71	7

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
96	2	0	3

STUDENTS TESTED: 470

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

	NUMBER	PERCENT
The following data are based on NUMBER OF STUDENTS TESTED.	507	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	5	1
Black	0	0
Hispanic	500	99
White	2	0
FREE/REDUCED PRICE MEAL PROGRAM	491	97
CHAPTER I REGULAR PROGRAM	344	68
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	21	4
Mathematics Program	7	1
Oral Language Development Program	0	0
Eligible but not participating	3	1
Neither eligible nor participating	477	94
LIMITED ENGLISH PROFICIENCY	507	100
BILINGUAL / ESL PROGRAMS		
Bilingual Program	303	60
English as a Second Language Program	108	21
SPECIAL EDUCATION		
Learning Disability	31	6
Emotionally Disturbed	1	0
Speech Handicapped	24	5
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	1	0
Other handicapping condition	0	0
Non special education students	457	90
STATE GIFTED/TALENTED PROGRAM	1	0

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.READ AND WRITE WHOLE NUMBERS	3435	89	404
	2.ORDER WHOLE NUMBERS	2574	67	1265
	3.ADD WHOLE NUMBERS	3446	90	393
	4.SUBTRACT WHOLE NUMBERS	2931	76	908
	5.SOLVE WORD PROBLEMS: +, -	3318	86	521
	6.COMPLETE NUMBER PATTERNS	3277	85	562
	7.MULTIPLY WHOLE NUMBERS	3589	93	250
	8.IDENTIFY FRACTIONAL PARTS	3507	91	332
	9.IDENTIFY VALUES OF MONEY	3532	92	307
	10.SELECT UNITS OF MEASURE	2306	60	1533
	STUDENTS TESTED: 3839			
67 READING	1.IDENTIFY MAIN IDEA	2272	61	1464
	2.RECALL FACTS, DETAILS	3046	82	690
	3.SEQUENCE EVENTS	2439	65	1297
	4.FOLLOW WRITTEN DIRECTIONS	3666	98	70
	5.RECOGNIZE WORDS THROUGH PHONIC ANALYSIS	3435	92	301
	6.USE CONTEXT CLUES	3083	83	653
	7.UNDERSTAND WORD STRUCTURES	2949	79	787
	8.RECOGNIZE WORDS BY SIGHT	3482	93	254
	STUDENTS TESTED: 3736			
WRITING	1.SPELLING	3651	98	90
	2.PUNCTUATION	2815	75	926
	3.CAPITALIZATION	3355	90	386
	4.CORRECT ENGLISH USAGE	3028	81	713
	5.SENTENCE STRUCTURE	2861	76	880

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE TO TOPIC }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	2	43	54	0

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
99	1	0	0

STUDENTS TESTED: 3741

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

The following data are based on	NUMBER	PERCENT
NUMBER OF STUDENTS TESTED.	3871	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	3	0
Asian or Pacific Islander	12	0
Black	511	13
Hispanic	2969	77
White	376	10
FREE/REDUCED PRICE MEAL PROGRAM	3033	78
CHAPTER I REGULAR PROGRAM	1246	32
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	26	1
Mathematics Program	13	0
Oral Language Development Program	1	0
Eligible but not participating	15	0
Neither eligible nor participating	3822	99
LIMITED ENGLISH PROFICIENCY	0	0
BILINGUAL / ESL PROGRAMS		
Bilingual Program	143	4
English as a Second Language Program	32	1
SPECIAL EDUCATION		
Learning Disability	145	4
Emotionally Disturbed	14	0
Speech Handicapped	86	2
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	4	0
Other handicapping condition	2	0
Non special education students	3642	94
STATE GIFTED/TALENTED PROGRAM	65	2

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TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.IDENTIFY GEOMETRIC TERMS, FIGURES	3263	77	981
	2.INTERPRET PLACE VALUE	2846	67	1398
	3.ADD WHOLE NUMBERS	3816	90	428
	4.SUBTRACT WHOLE NUMBERS	3396	80	848
	5.MULTIPLY WHOLE NUMBERS	3489	82	755
	6.DIVIDE WHOLE NUMBERS	3300	78	944
	7.SOLVE WORD PROBLEMS: +, -	3488	82	756
	8.SOLVE WORD PROBLEMS: ×, ÷	2132	50	2112
	9.SELECT UNITS OF MEASURE	3709	87	535
	10.INTERPRET GRAPHS	3834	90	410
	11.IDENTIFY EQUIVALENT FRACTIONS	2515	59	1729
	12.ORDER WHOLE NUMBERS	3700	87	544
	STUDENTS TESTED: 4244			
READING	1.IDENTIFY MAIN IDEA	2258	56	1805
	2.RECALL FACTS, DETAILS	2890	71	1173
	3.SEQUENCE EVENTS	2835	70	1228
	4.DISTINGUISH FACT, NON-FACT	2714	67	1349
	5.DRAW CONCLUSIONS	2329	57	1734
	6.PREDICT OUTCOMES	2365	58	1698
	7.USE CONTEXT CLUES	3725	92	338
	8.USE INDEX	3572	88	491
	9.USE MAPS, CHARTS	3528	87	535
	10.FOLLOW WRITTEN DIRECTIONS	3500	86	563
	11.IDENTIFY CHARACTER FEELINGS	3027	75	1036
	STUDENTS TESTED: 4063			
WRITING	1.SPELLING	3951	98	101
	2.PUNCTUATION	2460	61	1592
	3.CAPITALIZATION	3653	90	399
	4.CORRECT ENGLISH USAGE	2890	71	1162
	5.SENTENCE STRUCTURE	3439	85	613
	6.COMMONLY USED FORMS	3729	92	323

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
1	16	51	31	1

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
99	0	0	0

STUDENTS TESTED: 4052

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT	4593	
Number Not Tested	301	
The following data are based on NUMBER OF STUDENTS TESTED.	4292	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	1	0
Asian or Pacific Islander	15	0
Black	524	12
Hispanic	3395	79
White	357	8
FREE/REDUCED PRICE MEAL PROGRAM	3158	74
CHAPTER I REGULAR PROGRAM	1567	37
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	16	0
Mathematics Program	10	0
Oral Language Development Program	1	0
Eligible but not participating	16	0
Neither eligible nor participating	4258	99
LIMITED ENGLISH PROFICIENCY	378	9
BILINGUAL / ESL PROGRAMS		
Bilingual Program	409	10
English as a Second Language Program	73	2
SPECIAL EDUCATION		
Learning Disability	244	6
Emotionally Disturbed	23	1
Speech Handicapped	80	2
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	1	0
Non special education students	3961	92
STATE GIFTED/TALENTED PROGRAM	4	0

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 05

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. IDENTIFY GEOMETRIC TERMS, FIGURES	209	55	168
	2. INTERPRET PLACE VALUE	180	48	197
	3. ADD WHOLE NUMBERS	337	89	40
	4. SUBTRACT WHOLE NUMBERS	265	70	112
	5. MULTIPLY WHOLE NUMBERS	267	71	110
	6. DIVIDE WHOLE NUMBERS	243	64	134
	7. SOLVE WORD PROBLEMS: +, -	254	67	123
	8. SOLVE WORD PROBLEMS: x, +	112	30	265
	9. SELECT UNITS OF MEASURE	262	69	115
	10. INTERPRET GRAPHS	270	72	107
	11. IDENTIFY EQUIVALENT FRACTIONS	178	47	199
	12. ORDER WHOLE NUMBERS	260	69	117
	STUDENTS TESTED: 377			
READING	1. IDENTIFY MAIN IDEA	75	22	268
	2. RECALL FACTS, DETAILS	157	46	186
	3. SEQUENCE EVENTS	122	36	221
	4. DISTINGUISH FACT, NON-FACT	143	42	200
	5. DRAW CONCLUSIONS	99	29	244
	6. PREDICT OUTCOMES	110	32	233
	7. USE CONTEXT CLUES	232	68	111
	8. USE INDEX	260	76	83
	9. USE MAPS, CHARTS	228	66	115
	10. FOLLOW WRITTEN DIRECTIONS	238	69	105
	11. IDENTIFY CHARACTER FEELINGS	133	39	210
	STUDENTS TESTED: 343			
WRITING	1. SPELLING	305	88	40
	2. PUNCTUATION	142	41	203
	3. CAPITALIZATION	252	73	93
	4. CORRECT ENGLISH USAGE	169	49	176
	5. SENTENCE STRUCTURE	217	63	128
	6. COMMONLY USED FORMS	261	76	84

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S. OF 4	% R.S. OF 3	% R.S. OF 2	% R.S. OF 1	% R.S. OF 0
0	3	38	54	6

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
97	1	0	2

STUDENTS TESTED: 345

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

The following data are based on	NUMBER	PERCENT
NUMBER OF STUDENTS TESTED.	378	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	7	2
Black	1	0
Hispanic	365	97
White	5	1
FREE/REDUCED PRICE MEAL PROGRAM	323	85
CHAPTER I REGULAR PROGRAM	281	74
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	3	1
Mathematics Program	2	1
Oral Language Development Program	0	0
Eligible but not participating	2	1
Neither eligible nor participating	373	99
LIMITED ENGLISH PROFICIENCY	378	100
BILINGUAL / ESL PROGRAMS		
Bilingual Program	292	77
English as a Second Language Program	48	13
SPECIAL EDUCATION		
Learning Disability	31	8
Emotionally Disturbed	3	1
Speech Handicapped	14	4
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	333	88
STATE GIFTED/TALENTED PROGRAM	0	0

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TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 05

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.IDENTIFY GEOMETRIC TERMS, FIGURES	3054	79	813
	2.INTERPRET PLACE VALUE	2666	69	1201
	3.ADD WHOLE NUMBERS	3479	90	388
	4.SUBTRACT WHOLE NUMBERS	3131	81	736
	5.MULTIPLY WHOLE NUMBERS	3222	83	645
	6.DIVIDE WHOLE NUMBERS	3057	79	810
	7.SOLVE WORD PROBLEMS: +, -	3234	84	633
	8.SOLVE WORD PROBLEMS: ×, ÷	2020	52	1847
	9.SELECT UNITS OF MEASURE	3447	89	420
	10.INTERPRET GRAPHS	3564	92	303
	11.IDENTIFY EQUIVALENT FRACTIONS	2337	60	1530
	12.ORDER WHOLE NUMBERS	3440	89	427
	STUDENTS TESTED: 3867			
READING	1.IDENTIFY MAIN IDEA	2183	59	1537
	2.RECALL FACTS, DETAILS	2733	73	987
	3.SEQUENCE EVENTS	2713	73	1007
	4.DISTINGUISH FACT, NON-FACT	2571	69	1149
	5.DRAW CONCLUSIONS	2230	60	1490
	6.PREDICT OUTCOMES	2255	61	1465
	7.USE CONTEXT CLUES	3493	94	227
	8.USE INDEX	3312	89	408
	9.USE MAPS, CHARTS	3300	89	420
	10.FOLLOW WRITTEN DIRECTIONS	3262	88	458
	11.IDENTIFY CHARACTER FEELINGS	2894	78	826
	STUDENTS TESTED: 3720			
WRITING	1.SPELLING	3646	98	61
	2.PUNCTUATION	2318	63	1389
	3.CAPITALIZATION	3401	92	306
	4.CORRECT ENGLISH USAGE	2721	73	986
	5.SENTENCE STRUCTURE	3222	87	485
	6.COMMONLY USED FORMS	3468	94	239

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
1	17	53	29	0

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
100	0	0	0

STUDENTS TESTED: 3707

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

The following data are based on	NUMBER	PERCENT
NUMBER OF STUDENTS TESTED.	3914	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	1	0
Asian or Pacific Islander	8	0
Black	523	13
Hispanic	3030	77
White	352	9
FREE/REDUCED PRICE MEAL PROGRAM	2835	72
CHAPTER I REGULAR PROGRAM	1286	33
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	13	0
Mathematics Program	8	0
Oral Language Development Program	1	0
Eligible but not participating	14	0
Neither eligible nor participating	3885	99
LIMITED ENGLISH PROFICIENCY	0	0
BILINGUAL / ESL PROGRAMS		
Bilingual Program	117	3
English as a Second Language Program	25	1
SPECIAL EDUCATION		
Learning Disability	213	5
Emotionally Disturbed	20	1
Speech Handicapped	66	2
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	1	0
Non special education students	3628	93
STATE GIFTED/TALENTED PROGRAM	4	0

07615-003

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: **MAY 1985**
DATE OF TESTING: **FEBRUARY 1985**
GRADE: **09-EXIT LEVEL**

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	4043	95	233
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	3763	88	513
	3.SOLVE PROBLEMS: +, -, X, ÷	2517	59	1759
	4.USE FRACTIONS/MIXED NOS: +, -, X	2189	51	2087
	5.USE DECIMALS: +, -, X, ÷	3023	71	1253
	6.SOLVE PERSONAL FINANCE PROBLEMS	1531	36	2745
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	3684	86	592
	8.USE MEASUREMENT UNITS	2957	69	1319
	9.USE RATIO/PROPORTION/PERCENT	1468	34	2808
	10.DETERMINE DISTANCE/LOCATION ON MAPS	3501	82	775
	11.READ, INTERPRET CHARTS/GRAPHS	3926	92	350
	STUDENTS TESTED: 4276 TOTAL MATHEMATICS:	2919	68	1357
READING	1.IDENTIFY MAIN IDEA	2366	56	1850
	2.SEQUENCE EVENTS	2326	55	1890
	3.PERCEIVE CAUSE-EFFECT	2680	64	1536
	4.EVALUATE INFORMATION	2270	54	1946
	5.DISTINGUISH FACT, NON-FACT	2430	58	1786
	6.DRAW CONCLUSIONS	2486	59	1730
	7.MAKE GENERALIZATIONS	2440	58	1776
	8.FOLLOW WRITTEN DIRECTIONS	3933	93	283
	9.USE PARTS OF BOOK	2511	60	1705
	10.USE REFERENCE SKILLS	3155	75	1061
	11.USE MAPS, CHARTS	3175	75	1041
	STUDENTS TESTED: 4216 TOTAL READING:	2586	61	1630
WRITING	1.SPELLING	3554	85	618
	2.PUNCTUATION	2989	72	1183
	3.CAPITALIZATION	3676	88	496
	4.CORRECT ENGLISH USAGE	2343	56	1829
	5.SENTENCE STRUCTURE	3247	78	925
	6.COMMONLY USED FORMS	3578	86	594

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
1	8	42	45	4

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
96	1	0	3

	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
STUDENTS TESTED: 4172 TOTAL WRITING:	2090	50	2082

GROUP CHARACTERISTICS	NUMBER	PERCENT
TOTAL ENROLLMENT	5271	
Number Not Tested	762	
The following data are based on NUMBER OF STUDENTS TESTED.	4509	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	3	0
Asian or Pacific Islander	19	0
Black	705	16
Hispanic	3346	74
White	436	10
FREE/REDUCED PRICE MEAL PROGRAM	2477	55
CHAPTER I REGULAR PROGRAM	141	3
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	15	0
Mathematics Program	6	0
Oral Language Development Program	8	0
Eligible but not participating	8	0
Neither eligible nor participating	4481	99
LIMITED ENGLISH PROFICIENCY	340	8
BILINGUAL / ESL PROGRAMS		
Bilingual Program	187	4
English as a Second Language Program	165	4
SPECIAL EDUCATION		
Learning Disability	51	1
Emotionally Disturbed	23	1
Speech Handicapped	13	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	4432	98
STATE GIFTED/TALENTED PROGRAM	1	0

07615-003

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT
LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: **MAY 1985**
DATE OF TESTING: **FEBRUARY 1985**
GRADE: **09-EXIT LEVEL**

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	299	93	23
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	263	82	59
	3.SOLVE PROBLEMS: +, -, X, ÷	107	33	215
	4.USE FRACTIONS/MIXED NOS: +, -, X	92	29	230
	5.USE DECIMALS: +, -, X, ÷	210	65	112
	6.SOLVE PERSONAL FINANCE PROBLEMS	54	17	268
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	255	79	67
	8.USE MEASUREMENT UNITS	164	51	158
	9.USE RATIO/PROPORTION/PERCENT	61	19	261
	10.DETERMINE DISTANCE/LOCATION ON MAPS	217	67	105
	11.READ, INTERPRET CHARTS/GRAPHS	242	75	80
	STUDENTS TESTED: 322 TOTAL MATHEMATICS:	139	43	183
READING	1.IDENTIFY MAIN IDEA	79	24	244
	2.SEQUENCE EVENTS	90	28	233
	3.PERCEIVE CAUSE-EFFECT	131	41	192
	4.EVALUATE INFORMATION	74	23	249
	5.DISTINGUISH FACT, NON-FACT	84	26	239
	6.DRAW CONCLUSIONS	95	29	228
	7.MAKE GENERALIZATIONS	99	31	224
	8.FOLLOW WRITTEN DIRECTIONS	261	81	62
	9.USE PARTS OF BOOK	104	32	219
	10.USE REFERENCE SKILLS	168	52	155
	11.USE MAPS, CHARTS	160	50	163
	STUDENTS TESTED: 323 TOTAL READING:	65	20	258
WRITING	1.SPELLING	183	61	115
	2.PUNCTUATION	134	45	164
	3.CAPITALIZATION	202	68	96
	4.CORRECT ENGLISH USAGE	62	21	236
	5.SENTENCE STRUCTURE	167	56	131
	6.COMMONLY USED FORMS	187	63	111

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	1	19	64	15

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
90	2	0	8

	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
STUDENTS TESTED: 298 TOTAL WRITING:	57	19	241

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

	NUMBER	PERCENT
The following data are based on NUMBER OF STUDENTS TESTED.	340	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	7	2
Black	2	1
Hispanic	321	94
White	10	3
FREE/REDUCED PRICE MEAL PROGRAM	249	73
CHAPTER I REGULAR PROGRAM	94	28
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	5	1
Mathematics Program	1	0
Oral Language Development Program	1	0
Eligible but not participating	3	1
Neither eligible nor participating	331	97
LIMITED ENGLISH PROFICIENCY	340	100
BILINGUAL / ESL PROGRAMS		
Bilingual Program	179	53
English as a Second Language Program	92	27
SPECIAL EDUCATION		
Learning Disability	8	2
Emotionally Disturbed	4	1
Speech Handicapped	4	1
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	328	96
STATE GIFTED/TALENTED PROGRAM	0	0

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 09-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	3744	95	210
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	3500	89	454
	3.SOLVE PROBLEMS: +, -, X, ÷	2410	61	1544
	4.USE FRACTIONS/MIXED NOS: +, -, X	2097	53	1857
	5.USE DECIMALS: +, -, X, ÷	2813	71	1141
	6.SOLVE PERSONAL FINANCE PROBLEMS	1477	37	2477
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	3429	87	525
	8.USE MEASUREMENT UNITS	2793	71	1161
	9.USE RATIO/PROPORTION/PERCENT	1407	36	2547
	10.DETERMINE DISTANCE/LOCATION ON MAPS	3284	83	670
	11.READ, INTERPRET CHARTS/GRAPHS	3684	93	270
	STUDENTS TESTED: 3954 TOTAL MATHEMATICS:	2780	70	1174
READING	1.IDENTIFY MAIN IDEA	2287	59	1606
	2.SEQUENCE EVENTS	2236	57	1657
	3.PERCEIVE CAUSE-EFFECT	2549	65	1344
	4.EVALUATE INFORMATION	2196	56	1697
	5.DISTINGUISH FACT, NON-FACT	2346	60	1547
	6.DRAW CONCLUSIONS	2391	61	1502
	7.MAKE GENERALIZATIONS	2341	60	1552
	8.FOLLOW WRITTEN DIRECTIONS	3672	94	221
	9.USE PARTS OF BOOK	2407	62	1486
	10.USE REFERENCE SKILLS	2987	77	906
	11.USE MAPS, CHARTS	3015	77	878
	STUDENTS TESTED: 3893 TOTAL READING:	2521	65	1372
WRITING	1.SPELLING	3371	87	503
	2.PUNCTUATION	2855	74	1019
	3.CAPITALIZATION	3474	90	400
	4.CORRECT ENGLISH USAGE	2281	59	1593
	5.SENTENCE STRUCTURE	3080	80	794
	6.COMMONLY USED FORMS	3391	88	483

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
1	8	44	43	3

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
97	1	0	2

		MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
WRITING	STUDENTS TESTED: 3874 TOTAL WRITING:	2033	52	1841

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT		
Number Not Tested		
The following data are based on NUMBER OF STUDENTS TESTED.	4169	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	3	0
Asian or Pacific Islander	12	0
Black	703	17
Hispanic	3025	73
White	426	10
FREE/REDUCED PRICE MEAL PROGRAM	2228	53
CHAPTER I REGULAR PROGRAM	47	1
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	10	0
Mathematics Program	5	0
Oral Language Development Program	7	0
Eligible but not participating	5	0
Neither eligible nor participating	4150	100
LIMITED ENGLISH PROFICIENCY	0	0
BILINGUAL / ESL PROGRAMS		
Bilingual Program	8	0
English as a Second Language Program	73	2
SPECIAL EDUCATION		
Learning Disability	43	1
Emotionally Disturbed	19	0
Speech Handicapped	9	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	4104	98
STATE GIFTED/TALENTED PROGRAM	1	0

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

RETESTED STUDENTS

REPORT DATE: **MAY 1985**
DATE OF TESTING: **FEBRUARY 1985**
GRADE: **09-EXIT LEVEL**

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	92	88	12
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	85	82	19
	3.SOLVE PROBLEMS: +, -, X, +	37	36	67
	4.USE FRACTIONS/MIXED NOS: +, -, X	28	27	76
	5.USE DECIMALS: +, -, X, +	60	58	44
	6.SOLVE PERSONAL FINANCE PROBLEMS	22	21	82
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	86	83	18
	8.USE MEASUREMENT UNITS	57	55	47
	9.USE RATIO/PROPORTION/PERCENT	19	18	85
	10.DETERMINE DISTANCE/LOCATION ON MAPS	82	79	22
	11.READ, INTERPRET CHARTS/GRAPHS	91	88	13
	STUDENTS TESTED: 104 TOTAL MATHEMATICS:	49	47	55
74 READING	1.IDENTIFY MAIN IDEA	26	32	56
	2.SEQUENCE EVENTS	26	32	56
	3.PERCEIVE CAUSE-EFFECT	38	46	44
	4.EVALUATE INFORMATION	25	30	57
	5.DISTINGUISH FACT, NON-FACT	29	35	53
	6.DRAW CONCLUSIONS	26	32	56
	7.MAKE GENERALIZATIONS	40	49	42
	8.FOLLOW WRITTEN DIRECTIONS	66	80	16
	9.USE PARTS OF BOOK	38	46	44
	10.USE REFERENCE SKILLS	50	61	32
	11.USE MAPS, CHARTS	47	57	35
	STUDENTS TESTED: 82 TOTAL READING:	29	35	53
WRITING 70	1.SPELLING	92	77	27
	2.PUNCTUATION	86	72	33
	3.CAPITALIZATION	97	82	22
	4.CORRECT ENGLISH USAGE	54	45	65
	5.SENTENCE STRUCTURE	85	71	34
	6.COMMONLY USED FORMS	88	74	31
	WRITTEN COMPOSITION ORGANIZATION OF IDEAS } APPROP. RESPONSE--PURPOSE/AUDIENCE }			
	% R.S.OF 4: 0 % R.S.OF 3: 1 % R.S.OF 2: 30 % R.S.OF 1: 63 % R.S.OF 0: 6			
	HANDWRITING % ACCEPTABLE: 94 % HARD TO READ: 1 % ILLEGIBLE: 0 % NOT RATABLE: 5			
	STUDENTS TESTED: 119 TOTAL WRITING:	32	27	87

GROUP CHARACTERISTICS	NUMBER	PERCENT
TOTAL ENROLLMENT		
Number Not Tested		
The following data are based on NUMBER OF STUDENTS TESTED.	179	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	0	0
Black	34	19
Hispanic	130	73
White	15	8
FREE/REDUCED PRICE MEAL PROGRAM	73	41
CHAPTER I REGULAR PROGRAM	11	6
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	1	1
Mathematics Program	1	1
Oral Language Development Program	1	1
Eligible but not participating	0	0
Neither eligible nor participating	178	99
LIMITED ENGLISH PROFICIENCY	16	9
BILINGUAL / ESL PROGRAMS		
Bilingual Program	11	6
English as a Second Language Program	5	3
SPECIAL EDUCATION		
Learning Disability	2	1
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0 79
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	177	99
STATE GIFTED/TALENTED PROGRAM	0	0

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

LIMITED ENGLISH PROFICIENT RETESTED STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 09-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. ADD/SUBTRACT WHOLE NUMBERS	10	77	3
	2. MULTIPLY/DIVIDE WHOLE NUMBERS	10	77	3
	3. SOLVE PROBLEMS: +, -, X, +	2	15	11
	4. USE FRACTIONS/MIXED NOS: +, -, X	1	8	12
	5. USE DECIMALS: +, -, X, +	7	54	6
	6. SOLVE PERSONAL FINANCE PROBLEMS	2	15	11
	7. FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	11	85	2
	8. USE MEASUREMENT UNITS	4	31	9
	9. USE RATIO/PROPORTION/PERCENT	1	8	12
	10. DETERMINE DISTANCE/LOCATION ON MAPS	10	77	3
	11. READ, INTERPRET CHARTS/GRAPHS	9	69	4
	STUDENTS TESTED: 13 TOTAL MATHEMATICS:	5	38	8
75 READING	1. IDENTIFY MAIN IDEA	0	0	12
	2. SEQUENCE EVENTS	0	0	12
	3. PERCEIVE CAUSE-EFFECT	3	25	9
	4. EVALUATE INFORMATION	0	0	12
	5. DISTINGUISH FACT, NON-FACT	1	8	11
	6. DRAW CONCLUSIONS	0	0	12
	7. MAKE GENERALIZATIONS	2	17	10
	8. FOLLOW WRITTEN DIRECTIONS	8	67	4
	9. USE PARTS OF BOOK	3	25	9
	10. USE REFERENCE SKILLS	3	25	9
	11. USE MAPS, CHARTS	5	42	7
	STUDENTS TESTED: 12 TOTAL READING:	0	0	12
WRITING	1. SPELLING	7	78	2
	2. PUNCTUATION	4	44	5
	3. CAPITALIZATION	7	78	2
	4. CORRECT ENGLISH USAGE	2	22	7
	5. SENTENCE STRUCTURE	5	56	4
	6. COMMONLY USED FORMS	4	44	5

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S. OF 4	% R.S. OF 3	% R.S. OF 2	% R.S. OF 1	% R.S. OF 0
0	0	44	44	11

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
89	0	0	11

		MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
WRITING	STUDENTS TESTED: 9 TOTAL WRITING:	2	22	7

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

The following data are based on	NUMBER	PERCENT
NUMBER OF STUDENTS TESTED.	16	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	0	0
Black	0	0
Hispanic	16	100
White	0	0
FREE/REDUCED PRICE MEAL PROGRAM	8	50
CHAPTER I REGULAR PROGRAM	7	44
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	0	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	0	0
Neither eligible nor participating	16	100
LIMITED ENGLISH PROFICIENCY	16	100
BILINGUAL / ESL PROGRAMS		
Bilingual Program	11	69
English as a Second Language Program	2	13
SPECIAL EDUCATION		
Learning Disability	0	0
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	16	100
STATE GIFTED/TALENTED PROGRAM	0	0

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TEXAS ASSESSMENT OF BASIC SKILLS

SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT RETESTED STUDENTS

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

DISTRICT: 015-907 SAN ANTONIO ISD

GRADE: 09-EXIT LEVEL

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	82	90	9
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	75	82	16
	3.SOLVE PROBLEMS: +, -, x, +	35	38	56
	4.USE FRACTIONS/MIXED NOS: +, -, x	27	30	64
	5.USE DECIMALS: +, -, x, +	53	58	38
	6.SOLVE PERSONAL FINANCE PROBLEMS	20	22	71
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	75	82	16
	8.USE MEASUREMENT UNITS	53	58	38
	9.USE RATIO/PROPORTION/PERCENT	18	20	73
	10.DETERMINE DISTANCE/LOCATION ON MAPS	72	79	19
	11.READ, INTERPRET CHARTS/GRAPHS	82	90	9
	STUDENTS TESTED: 91 TOTAL MATHEMATICS:	44	48	47
76 READING	1.IDENTIFY MAIN IDEA	26	37	44
	2.SEQUENCE EVENTS	26	37	44
	3.PERCEIVE CAUSE-EFFECT	35	50	35
	4.EVALUATE INFORMATION	25	36	45
	5.DISTINGUISH FACT, NON-FACT	28	40	42
	6.DRAW CONCLUSIONS	26	37	44
	7.MAKE GENERALIZATIONS	38	54	32
	8.FOLLOW WRITTEN DIRECTIONS	58	83	12
	9.USE PARTS OF BOOK	35	50	35
	10.USE REFERENCE SKILLS	47	67	23
	11.USE MAPS, CHARTS	42	60	28
	STUDENTS TESTED: 70 TOTAL READING:	29	41	41
WRITING	1.SPELLING	85	77	25
	2.PUNCTUATION	82	75	28
	3.CAPITALIZATION	90	82	20
	4.CORRECT ENGLISH USAGE	52	47	58
	5.SENTENCE STRUCTURE	80	73	30
	6.COMMONLY USED FORMS	84	76	26

WRITTEN COMPOSITION

ORGANIZATION OF IDEAS
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	1	29	65	5

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
95	1	0	5

82

STUDENTS TESTED: 110 TOTAL WRITING:	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
	30	27	80

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

	NUMBER	PERCENT
The following data are based on NUMBER OF STUDENTS TESTED.	163	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	0	0
Black	34	21
Hispanic	114	70
White	15	9
FREE/REDUCED PRICE MEAL PROGRAM	65	40
CHAPTER I REGULAR PROGRAM	4	2
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	1	1
Mathematics Program	1	1
Oral Language Development Program	1	1
Eligible but not participating	0	0
Neither eligible nor participating	162	99
LIMITED ENGLISH PROFICIENCY	0	0
BILINGUAL / ESL PROGRAMS		
Bilingual Program	0	0
English as a Second Language Program	3	2
SPECIAL EDUCATION		
Learning Disability	2	1
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	161	99
STATE GIFTED/TALENTED PROGRAM	0	0

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TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

RETESTED STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 10-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	618	91	61
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	548	81	131
	3.SOLVE PROBLEMS: +, -, x, +	210	31	469
	4.USE FRACTIONS/MIXED NOS: +, -, x	149	22	530
	5.USE DECIMALS: +, -, x, +	392	58	287
	6.SOLVE PERSONAL FINANCE PROBLEMS	143	21	536
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	519	76	160
	8.USE MEASUREMENT UNITS	373	55	306
	9.USE RATIO/PROPORTION/PERCENT	136	20	543
	10.DETERMINE DISTANCE/LOCATION ON MAPS	493	73	186
	11.READ, INTERPRET CHARTS/GRAPHS	593	87	86
	STUDENTS TESTED: 679 TOTAL MATHEMATICS:	299	44	380
77 READING	1.IDENTIFY MAIN IDEA	146	27	403
	2.SEQUENCE EVENTS	167	30	382
	3.PERCEIVE CAUSE-EFFECT	231	42	318
	4.EVALUATE INFORMATION	134	24	415
	5.DISTINGUISH FACT, NON-FACT	150	27	399
	6.DRAW CONCLUSIONS	191	35	358
	7.MAKE GENERALIZATIONS	222	40	327
	8.FOLLOW WRITTEN DIRECTIONS	485	88	64
	9.USE PARTS OF BOOK	200	36	349
	10.USE REFERENCE SKILLS	347	63	202
	11.USE MAPS, CHARTS	322	59	227
	STUDENTS TESTED: 549 TOTAL READING:	143	26	406
WRITING	1.SPELLING	945	86	155
	2.PUNCTUATION	786	71	314
	3.CAPITALIZATION	965	88	135
	4.CORRECT ENGLISH USAGE	575	52	525
	5.SENTENCE STRUCTURE	828	75	272
	6.COMMONLY USED FORMS	950	86	150
	STUDENTS TESTED: 1100 TOTAL WRITING:	361	33	739

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	2	32	63	4

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
95	2	0	2

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

	NUMBER	PERCENT
The following data are based on NUMBER OF STUDENTS TESTED.	1526	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	9	1
Black	302	20
Hispanic	1110	73
White	105	7
FREE/REDUCED PRICE MEAL PROGRAM	851	56
CHAPTER I REGULAR PROGRAM	42	3
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	2	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	4	0
Neither eligible nor participating	1520	100
LIMITED ENGLISH PROFICIENCY	228	15
BILINGUAL / ESL PROGRAMS		
Bilingual Program	120	8
English as a Second Language Program	65	4
SPECIAL EDUCATION		
Learning Disability	13	1
Emotionally Disturbed	5	0
Speech Handicapped	2	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	1506	99
STATE GIFTED/TALENTED PROGRAM	0	0

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TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

LIMITED ENGLISH PROFICIENT RETESTED STUDENTS

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 10-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	115	87	17
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	99	75	33
	3.SOLVE PROBLEMS: +, −, X, ÷	27	20	105
	4.USE FRACTIONS/MIXED NOS: +, −, X	16	12	116
	5.USE DECIMALS: +, −, X, ÷	72	55	60
	6.SOLVE PERSONAL FINANCE PROBLEMS	22	17	110
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	93	70	39
	8.USE MEASUREMENT UNITS	61	46	71
	9.USE RATIO/PROPORTION/PERCENT	25	19	107
	10.DETERMINE DISTANCE/LOCATION ON MAPS	86	65	46
	11.READ, INTERPRET CHARTS/GRAPHS	95	72	37
	STUDENTS TESTED: 132 TOTAL MATHEMATICS:	39	30	93
78 READING	1.IDENTIFY MAIN IDEA	23	15	133
	2.SEQUENCE EVENTS	30	19	126
	3.PERCEIVE CAUSE-EFFECT	46	29	110
	4.EVALUATE INFORMATION	30	19	126
	5.DISTINGUISH FACT, NON-FACT	30	19	126
	6.DRAW CONCLUSIONS	35	22	121
	7.MAKE GENERALIZATIONS	47	30	109
	8.FOLLOW WRITTEN DIRECTIONS	132	85	24
	9.USE PARTS OF BOOK	50	32	106
	10.USE REFERENCE SKILLS	80	51	76
	11.USE MAPS, CHARTS	85	54	71
	STUDENTS TESTED: 156 TOTAL READING:	25	16	131
WRITING	1.SPELLING	124	73	45
	2.PUNCTUATION	90	53	79
	3.CAPITALIZATION	116	69	53
	4.CORRECT ENGLISH USAGE	32	19	137
	5.SENTENCE STRUCTURE	82	49	87
	6.COMMONLY USED FORMS	106	63	63

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	0	15	75	10

HANDWRITING

86

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
86	5	1	7

		MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
WRITING	STUDENTS TESTED: 169 TOTAL WRITING:	22	13	147

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

	NUMBER	PERCENT
The following data are based on NUMBER OF STUDENTS TESTED.	228	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	7	3
Black	0	0
Hispanic	218	96
White	3	1
FREE/REDUCED PRICE MEAL PROGRAM	174	76
CHAPTER I REGULAR PROGRAM	37	16
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	0	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	2	1
Neither eligible nor participating	226	99
LIMITED ENGLISH PROFICIENCY	228	100
BILINGUAL / ESL PROGRAMS		
Bilingual Program	113	50
English as a Second Language Program	61	27
SPECIAL EDUCATION		
Learning Disability	6	3
Emotionally Disturbed	1	0
Speech Handicapped	0	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	221	97
STATE GIFTED/TALENTED PROGRAM	0	0

87

07615 003

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT RETESTED STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 10-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	503	92	44
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	449	82	98
	3.SOLVE PROBLEMS: +, -, x, +	183	33	364
	4.USE FRACTIONS/MIXED NOS: +, -, x	133	24	414
	5.USE DECIMALS: +, -, x, +	320	59	227
	6.SOLVE PERSONAL FINANCE PROBLEMS	121	22	426
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	426	78	121
	8.USE MEASUREMENT UNITS	312	57	235
	9.USE RATIO/PROPORTION/PERCENT	111	20	436
	10.DETERMINE DISTANCE/LOCATION ON MAPS	407	74	140
	11.READ, INTERPRET CHARTS/GRAPHS	498	91	49
	STUDENTS TESTED: 547 TOTAL MATHEMATICS:	260	48	287
79 READING	1.IDENTIFY MAIN IDEA	123	31	270
	2.SEQUENCE EVENTS	137	35	256
	3.PERCEIVE CAUSE-EFFECT	185	47	208
	4.EVALUATE INFORMATION	104	26	289
	5.DISTINGUISH FACT, NON-FACT	120	31	273
	6.DRAW CONCLUSIONS	156	40	237
	7.MAKE GENERALIZATIONS	175	45	218
	8.FOLLOW WRITTEN DIRECTIONS	353	90	40
	9.USE PARTS OF BOOK	150	38	243
	10.USE REFERENCE SKILLS	267	68	126
	11.USE MAPS, CHARTS	237	60	156
	STUDENTS TESTED: 393 TOTAL READING:	118	30	275
WRITING	1.SPELLING	821	88	110
	2.PUNCTUATION	696	75	235
	3.CAPITALIZATION	849	91	82
	4.CORRECT ENGLISH USAGE	543	58	388
	5.SENTENCE STRUCTURE	746	80	185
	6.COMMONLY USED FORMS	844	91	87
	WRITTEN COMPOSITION ORGANIZATION OF IDEAS APPROP. RESPONSE--PURPOSE/AUDIENCE }			
	% R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0 0 2 35 61 2			
	HANDWRITING % ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE 96 2 0 2			
	STUDENTS TESTED: 931 TOTAL WRITING:	339	36	592

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT		
Number Not Tested		
The following data are based on NUMBER OF STUDENTS TESTED.	1298	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	2	0
Black	302	23
Hispanic	892	69
White	102	8
FREE/REDUCED PRICE MEAL PROGRAM	677	52
CHAPTER I REGULAR PROGRAM	5	0
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	2	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	2	0
Neither eligible nor participating	1294	100
LIMITED ENGLISH PROFICIENCY	0	0
BILINGUAL / ESL PROGRAMS		
Bilingual Program	7	1
English as a Second Language Program	4	0
SPECIAL EDUCATION		
Learning Disability	7	1
Emotionally Disturbed	4	0
Speech Handicapped	2	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	1285	99
STATE GIFTED/TALENTED PROGRAM	0	0

07615-003

TEXAS ASSESSMENT OF BASIC SKILLS

SUMMARY REPORT

RETESTED STUDENTS

REPORT DATE: **MAY 1985**
DATE OF TESTING: **FEBRUARY 1985**
GRADE: **11-EXIT LEVEL**

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	317	94	21
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	264	78	74
	3.SOLVE PROBLEMS: +, -, X, ÷	124	37	214
	4.USE FRACTIONS/MIXED NOS: +, -, X	74	22	264
	5.USE DECIMALS: +, -, X, ÷	193	57	145
	6.SOLVE PERSONAL FINANCE PROBLEMS	81	24	257
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	272	80	66
	8.USE MEASUREMENT UNITS	180	53	158
	9.USE RATIO/PROPORTION/PERCENT	73	22	265
	10.DETERMINE DISTANCE/LOCATION ON MAPS	233	69	105
	11.READ, INTERPRET CHARTS/GRAPHS	305	90	33
	STUDENTS TESTED: 338 TOTAL MATHEMATICS:	142	42	196
80 READING	1.IDENTIFY MAIN IDEA	78	28	196
	2.SEQUENCE EVENTS	117	43	157
	3.PERCEIVE CAUSE-EFFECT	122	45	152
	4.EVALUATE INFORMATION	83	30	191
	5.DISTINGUISH FACT, NON-FACT	65	24	209
	6.DRAW CONCLUSIONS	99	36	175
	7.MAKE GENERALIZATIONS	107	39	167
	8.FOLLOW WRITTEN DIRECTIONS	248	91	26
	9.USE PARTS OF BOOK	112	41	162
	10.USE REFERENCE SKILLS	174	64	100
	11.USE MAPS, CHARTS	168	61	106
	STUDENTS TESTED: 274 TOTAL READING:	81	30	193
WRITING	1.SPELLING	186	77	56
	2.PUNCTUATION	135	56	107
	3.CAPITALIZATION	187	77	55
	4.CORRECT ENGLISH USAGE	91	38	151
	5.SENTENCE STRUCTURE	166	69	76
	6.COMMONLY USED FORMS	200	83	42

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	3	32	60	5

90

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
97	1	0	2

	STUDENTS TESTED		MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
STUDENTS TESTED:	242	TOTAL WRITING:	82	34	160

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

The following data are based on	NUMBER	PERCENT
NUMBER OF STUDENTS TESTED	531	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	1	0
Asian or Pacific Islander	6	1
Black	116	22
Hispanic	372	70
White	36	7
FREE/REDUCED PRICE MEAL PROGRAM	274	52
CHAPTER I REGULAR PROGRAM	13	2
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	2	0
Mathematics Program	2	0
Oral Language Development Program	0	0
Eligible but not participating	0	0
Neither eligible nor participating	528	99
LIMITED ENGLISH PROFICIENCY	87	16
BILINGUAL / ESL PROGRAMS		
Bilingual Program	57	11
English as a Second Language Program	12	2
SPECIAL EDUCATION		
Learning Disability	16	3
Emotionally Disturbed	1	0
Speech Handicapped	0	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	514	97
STATE GIFTED/TALENTED PROGRAM	0	0

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TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

LIMITED ENGLISH PROFICIENT RETESTED STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 11-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	42	93	3
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	36	80	9
	3.SOLVE PROBLEMS: +, -, x, ÷	16	36	29
	4.USE FRACTIONS/MIXED NOS: +, -, x	7	16	38
	5.USE DECIMALS: +, -, x, ÷	26	58	19
	6.SOLVE PERSONAL FINANCE PROBLEMS	8	18	37
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	35	78	10
	8.USE MEASUREMENT UNITS	25	56	20
	9.USE RATIO/PROPORTION/PERCENT	12	27	33
	10.DETERMINE DISTANCE/LOCATION ON MAPS	27	60	18
	11.READ, INTERPRET CHARTS/GRAPHS	34	76	11
	STUDENTS TESTED: 45 TOTAL MATHEMATICS:	16	36	29
READING	1.IDENTIFY MAIN IDEA	13	20	51
	2.SEQUENCE EVENTS	22	34	42
	3.PERCEIVE CAUSE-EFFECT	26	41	38
	4.EVALUATE INFORMATION	15	23	49
	5.DISTINGUISH FACT, NON-FACT	11	17	53
	6.DRAW CONCLUSIONS	17	27	47
	7.MAKE GENERALIZATIONS	22	34	42
	8.FOLLOW WRITTEN DIRECTIONS	59	92	5
	9.USE PARTS OF BOOK	22	34	42
	10.USE REFERENCE SKILLS	33	52	31
	11.USE MAPS, CHARTS	39	61	25
	STUDENTS TESTED: 64 TOTAL READING:	12	19	52
WRITING	1.SPELLING	48	75	16
	2.PUNCTUATION	30	47	34
	3.CAPITALIZATION	48	75	16
	4.CORRECT ENGLISH USAGE	18	28	46
	5.SENTENCE STRUCTURE	38	59	26
	6.COMMONLY USED FORMS	46	72	18

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	0	23	66	11

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
94	0	0	6

		MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
WRITING	STUDENTS TESTED: 64 TOTAL WRITING:	13	20	51

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

The following data are based on	NUMBER	PERCENT
NUMBER OF STUDENTS TESTED	87	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	1	1
Asian or Pacific Islander	5	6
Black	0	0
Hispanic	78	90
White	3	3
FREE/REDUCED PRICE MEAL PROGRAM	59	68
CHAPTER I REGULAR PROGRAM	10	11
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	1	1
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	0	0
Neither eligible nor participating	86	99
LIMITED ENGLISH PROFICIENCY	87	100
BILINGUAL / ESL PROGRAMS		
Bilingual Program	53	61
English as a Second Language Program	11	13
SPECIAL EDUCATION		
Learning Disability	8	9
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	79	91
STATE GIFTED/TALENTED PROGRAM	0	0

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TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT RETESTED STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 11-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	275	94	18
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	228	78	65
	3.SOLVE PROBLEMS: +, −, ×, ÷	108	37	185
	4.USE FRACTIONS/MIXED NOS: +, −, ×	67	23	226
	5.USE DECIMALS: +, −, ×, ÷	167	57	126
	6.SOLVE PERSONAL FINANCE PROBLEMS	73	25	220
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	237	81	56
	8.USE MEASUREMENT UNITS	155	53	138
	9.USE RATIO/PROPORTION/PERCENT	61	21	232
	10.DETERMINE DISTANCE/LOCATION ON MAPS	206	70	87
	11.READ, INTERPRET CHARTS/GRAPHS	271	92	22
	STUDENTS TESTED: 293 TOTAL MATHEMATICS:	126	43	167
READING	1.IDENTIFY MAIN IDEA	65	31	145
	2.SEQUENCE EVENTS	95	45	115
	3.PERCEIVE CAUSE-EFFECT	96	46	114
	4.EVALUATE INFORMATION	68	32	142
	5.DISTINGUISH FACT, NON-FACT	54	26	156
	6.DRAW CONCLUSIONS	82	39	128
	7.MAKE GENERALIZATIONS	85	40	125
	8.FOLLOW WRITTEN DIRECTIONS	189	90	21
	9.USE PARTS OF BOOK	90	43	120
	10.USE REFERENCE SKILLS	141	67	69
	11.USE MAPS, CHARTS	129	61	81
	STUDENTS TESTED: 210 TOTAL READING:	69	33	141
WRITING	1.SPELLING	138	78	40
	2.PUNCTUATION	105	59	73
	3.CAPITALIZATION	139	78	39
	4.CORRECT ENGLISH USAGE	73	41	105
	5.SENTENCE STRUCTURE	128	72	50
	6.COMMONLY USED FORMS	154	87	24

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	4	35	58	2

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
98	1	0	1

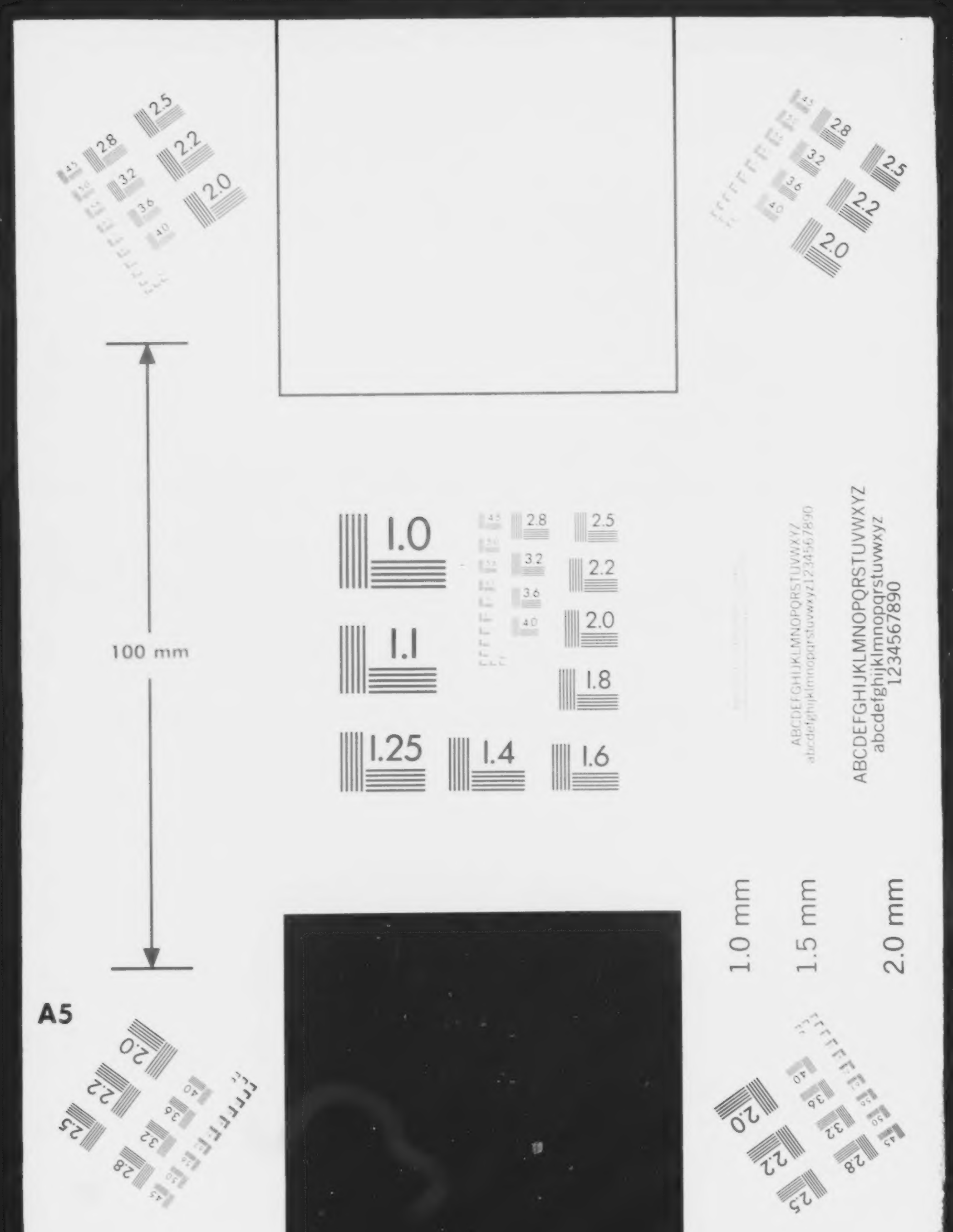
	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
STUDENTS TESTED: 178 TOTAL WRITING:	69	39	109

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

	NUMBER	PERCENT
The following data are based on NUMBER OF STUDENTS TESTED.	444	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	1	0
Black	116	26
Hispanic	294	66
White	33	7
FREE/REDUCED PRICE MEAL PROGRAM	215	48
CHAPTER I REGULAR PROGRAM	3	1
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	1	0
Mathematics Program	2	0
Oral Language Development Program	0	0
Eligible but not participating	0	0
Neither eligible nor participating	442	100
LIMITED ENGLISH PROFICIENCY	0	0
BILINGUAL / ESL PROGRAMS		
Bilingual Program	4	1
English as a Second Language Program	1	0
SPECIAL EDUCATION		
Learning Disability	8	2
Emotionally Disturbed	1	0
Speech Handicapped	0	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	435	98
STATE GIFTED/TALENTED PROGRAM	0	0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TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

RETESTED STUDENTS

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 12-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	153	96	7
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	124	78	36
	3.SOLVE PROBLEMS: +, -, x, ÷	55	34	105
	4.USE FRACTIONS/MIXED NOS: +, -, x	25	16	135
	5.USE DECIMALS: +, -, x, ÷	90	56	70
	6.SOLVE PERSONAL FINANCE PROBLEMS	45	28	115
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	135	84	25
	8.USE MEASUREMENT UNITS	86	54	74
	9.USE RATIO/PROPORTION/PERCENT	37	23	123
	10.DETERMINE DISTANCE/LOCATION ON MAPS	119	74	41
	11.READ, INTERPRET CHARTS/GRAPHS	150	94	10
	STUDENTS TESTED: 160 TOTAL MATHEMATICS:	72	45	88
READING	1.IDENTIFY MAIN IDEA	40	31	91
	2.SEQUENCE EVENTS	49	37	82
	3.PERCEIVE CAUSE-EFFECT	71	54	60
	4.EVALUATE INFORMATION	43	33	88
	5.DISTINGUISH FACT, NON-FACT	25	19	106
	6.DRAW CONCLUSIONS	51	39	80
	7.MAKE GENERALIZATIONS	56	43	75
	8.FOLLOW WRITTEN DIRECTIONS	122	93	9
	9.USE PARTS OF BOOK	57	44	74
	10.USE REFERENCE SKILLS	91	69	40
	11.USE MAPS, CHARTS	83	63	48
	STUDENTS TESTED: 131 TOTAL READING:	36	27	95
WRITING	1.SPELLING	86	83	17
	2.PUNCTUATION	57	55	46
	3.CAPITALIZATION	80	78	23
	4.CORRECT ENGLISH USAGE	33	32	70
	5.SENTENCE STRUCTURE	70	68	33
	6.COMMONLY USED FORMS	84	82	19
	WRITTEN COMPOSITION ORGANIZATION OF IDEAS APPROP. RESPONSE--PURPOSE/AUDIENCE } % R.S.OF 4: 0 % R.S.OF 3: 1 % R.S.OF 2: 30 % R.S.OF 1: 63 % R.S.OF 0: 6 HANDWRITING % ACCEPTABLE: 98 % HARD TO READ: 0 % ILLEGIBLE: 0 % NOT RATABLE: 2			
	STUDENTS TESTED: 103 TOTAL WRITING:	30	29	73

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT		
Number Not Tested		
The following data are based on NUMBER OF STUDENTS TESTED.	288	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	5	2
Black	74	26
Hispanic	201	70
White	8	3
FREE/REDUCED PRICE MEAL PROGRAM	134	47
CHAPTER I REGULAR PROGRAM	4	1
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	0	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	6	2
Neither eligible nor participating	282	98
LIMITED ENGLISH PROFICIENCY	59	20
BILINGUAL / ESL PROGRAMS		
Bilingual Program	33	11
English as a Second Language Program	6	2
SPECIAL EDUCATION		
Learning Disability	5	2
Emotionally Disturbed	1	0
Speech Handicapped	1	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	281	98
STATE GIFTED/TALENTED PROGRAM	0	0

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

LIMITED ENGLISH PROFICIENT RETESTED STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 12-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	29	100	0
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	22	76	7
	3.SOLVE PROBLEMS: +, -, X, ÷	13	45	16
	4.USE FRACTIONS/MIXED NOS: +, -, X	4	14	25
	5.USE DECIMALS: +, -, X, ÷	15	52	14
	6.SOLVE PERSONAL FINANCE PROBLEMS	7	24	22
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	26	90	3
	8.USE MEASUREMENT UNITS	19	66	10
	9.USE RATIO/PROPORTION/PERCENT	9	31	20
	10.DETERMINE DISTANCE/LOCATION ON MAPS	19	66	10
	11.READ, INTERPRET CHARTS/GRAPHS	26	90	3
	STUDENTS TESTED: 29 TOTAL MATHEMATICS:	13	45	16
84 READING	1.IDENTIFY MAIN IDEA	9	22	32
	2.SEQUENCE EVENTS	10	24	31
	3.PERCEIVE CAUSE-EFFECT	19	46	22
	4.EVALUATE INFORMATION	13	32	28
	5.DISTINGUISH FACT, NON-FACT	4	10	37
	6.DRAW CONCLUSIONS	14	34	27
	7.MAKE GENERALIZATIONS	16	39	25
	8.FOLLOW WRITTEN DIRECTIONS	39	95	2
	9.USE PARTS OF BOOK	18	44	23
	10.USE REFERENCE SKILLS	31	76	10
	11.USE MAPS, CHARTS	27	66	14
	STUDENTS TESTED: 41 TOTAL READING:	8	20	33
WRITING	1.SPELLING	22	81	5
	2.PUNCTUATION	13	48	14
	3.CAPITALIZATION	19	70	8
	4.CORRECT ENGLISH USAGE	6	22	21
	5.SENTENCE STRUCTURE	16	59	11
	6.COMMONLY USED FORMS	18	67	9

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	0	26	67	7

9 HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
96	0	0	4

		MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
STUDENTS TESTED: 27	TOTAL WRITING:	6	22	21

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

	NUMBER	PERCENT
The following data are based on NUMBER OF STUDENTS TESTED.	59	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	3	5
Black	0	0
Hispanic	56	95
White	0	0
FREE/REDUCED PRICE MEAL PROGRAM	31	53
CHAPTER I REGULAR PROGRAM	4	7
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	0	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	4	7
Neither eligible nor participating	55	93
LIMITED ENGLISH PROFICIENCY	59	100
BILINGUAL / ESL PROGRAMS		
Bilingual Program	32	54
English as a Second Language Program	6	10
SPECIAL EDUCATION		
Learning Disability	1	2
Emotionally Disturbed	1	2
Speech Handicapped	1	2
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	56	95
STATE GIFTED/TALENTED PROGRAM	0	0

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TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT RETESTED STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 12-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	124	95	7
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	102	78	29
	3.SOLVE PROBLEMS: +, -, x, ÷	42	32	89
	4.USE FRACTIONS/MIXED NOS: +, -, x	21	16	110
	5.USE DECIMALS: +, -, x, ÷	75	57	56
	6.SOLVE PERSONAL FINANCE PROBLEMS	38	29	93
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	109	83	22
	8.USE MEASUREMENT UNITS	67	51	64
	9.USE RATIO/PROPORTION/PERCENT	28	21	103
	10.DETERMINE DISTANCE/LOCATION ON MAPS	100	76	31
	11.READ, INTERPRET CHARTS/GRAPHS	124	95	7
	STUDENTS TESTED: 131 TOTAL MATHEMATICS:	59	45	72
85 READING	1.IDENTIFY MAIN IDEA	31	34	59
	2.SEQUENCE EVENTS	39	43	51
	3.PERCEIVE CAUSE-EFFECT	52	58	38
	4.EVALUATE INFORMATION	30	33	60
	5.DISTINGUISH FACT, NON-FACT	21	23	69
	6.DRAW CONCLUSIONS	37	41	53
	7.MAKE GENERALIZATIONS	40	44	50
	8.FOLLOW WRITTEN DIRECTIONS	83	92	7
	9.USE PARTS OF BOOK	39	43	51
	10.USE REFERENCE SKILLS	60	67	30
	11.USE MAPS, CHARTS	56	62	34
	STUDENTS TESTED: 90 TOTAL READING:	28	31	62
WRITING	1.SPELLING	64	84	12
	2.PUNCTUATION	44	58	32
	3.CAPITALIZATION	61	80	15
	4.CORRECT ENGLISH USAGE	27	36	49
	5.SENTENCE STRUCTURE	54	71	22
	6.COMMONLY USED FORMS	66	87	10
	WRITTEN COMPOSITION ORGANIZATION OF IDEAS } APPROP. RESPONSE--PURPOSE/AUDIENCE } % R.S.OF 4: 0 % R.S.OF 3: 1 % R.S.OF 2: 32 % R.S.OF 1: 62 % R.S.OF 0: 5 HANDWRITING % ACCEPTABLE: 99 % HARD TO READ: 0 % ILLEGIBLE: 0 % NOT RATABLE: 1			
	STUDENTS TESTED: 76 TOTAL WRITING:	24	32	52

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT		
Number Not Tested		
The following data are based on NUMBER OF STUDENTS TESTED	229	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	2	1
Black	74	32
Hispanic	145	63
White	8	3
FREE/REDUCED PRICE MEAL PROGRAM	103	45
CHAPTER I REGULAR PROGRAM	0	0
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	0	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	2	1
Neither eligible nor participating	227	99
LIMITED ENGLISH PROFICIENCY	0	0
BILINGUAL / ESL PROGRAMS		
Bilingual Program	1	0
English as a Second Language Program	0	0
SPECIAL EDUCATION		
Learning Disability	4	2
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	225	98
STATE GIFTED/TALENTED PROGRAM	0	0

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

FIRST TIME TESTED STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 10-11-12-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	481	95	23
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	452	90	52
	3.SOLVE PROBLEMS: +, -, x, ÷	318	63	186
	4.USE FRACTIONS/MIXED NOS: +, -, x	245	49	259
	5.USE DECIMALS: +, -, x, ÷	376	75	128
	6.SOLVE PERSONAL FINANCE PROBLEMS	231	46	273
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	451	89	53
	8.USE MEASUREMENT UNITS	362	72	142
	9.USE RATIO/PROPORTION/PERCENT	214	42	290
	10.DETERMINE DISTANCE/LOCATION ON MAPS	412	82	92
	11.READ, INTERPRET CHARTS/GRAPHS	464	92	40
	STUDENTS TESTED: 504 TOTAL MATHEMATICS:	366	73	138
READING	1.IDENTIFY MAIN IDEA	302	61	194
	2.SEQUENCE EVENTS	301	61	195
	3.PERCEIVE CAUSE-EFFECT	316	64	180
	4.EVALUATE INFORMATION	273	55	223
	5.DISTINGUISH FACT, NON-FACT	267	54	229
	6.DRAW CONCLUSIONS	314	63	182
	7.MAKE GENERALIZATIONS	298	60	198
	8.FOLLOW WRITTEN DIRECTIONS	453	91	43
	9.USE PARTS OF BOOK	287	58	209
	10.USE REFERENCE SKILLS	382	77	114
	11.USE MAPS, CHARTS	375	76	121
	STUDENTS TESTED: 496 TOTAL READING:	318	64	178
WRITING	1.SPELLING	439	84	82
	2.PUNCTUATION	367	70	154
	3.CAPITALIZATION	440	84	81
	4.CORRECT ENGLISH USAGE	280	54	241
	5.SENTENCE STRUCTURE	402	77	119
	6.COMMONLY USED FORMS	456	88	65

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	6	36	52	5

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
95	2	0	3

		MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
STUDENTS TESTED: 521	TOTAL WRITING:	212	41	309

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

	NUMBER	PERCENT
The following data are based on NUMBER OF STUDENTS TESTED.	461	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	1	0
Asian or Pacific Islander	9	2
Black	66	14
Hispanic	329	71
White	56	12
FREE/REDUCED PRICE MEAL PROGRAM	157	34
CHAPTER I REGULAR PROGRAM	7	2
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	0	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	1	0
Neither eligible nor participating	460	100
LIMITED ENGLISH PROFICIENCY	52	11
BILINGUAL / ESL PROGRAMS		
Bilingual Program	38	8
English as a Second Language Program	9	2
SPECIAL EDUCATION		
Learning Disability	33	7
Emotionally Disturbed	5	1
Speech Handicapped	0	0
Visually Handicapped using braille test	2	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	421	91
STATE GIFTED/TALENTED PROGRAM	0	0

TEXAS ASSESSMENT OF BASIC SKILLS

SUMMARY REPORT

LIMITED ENGLISH PROFICIENT FIRST TIME TESTED STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 10-11-12-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	85	94	5
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	81	90	9
	3.SOLVE PROBLEMS: +, -, x, +	48	53	42
	4.USE FRACTIONS/MIXED NOS: +, -, x	32	36	58
	5.USE DECIMALS: +, -, x, +	64	71	26
	6.SOLVE PERSONAL FINANCE PROBLEMS	27	30	63
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	78	87	12
	8.USE MEASUREMENT UNITS	60	67	30
	9.USE RATIO/PROPORTION/PERCENT	26	29	64
	10.DETERMINE DISTANCE/LOCATION ON MAPS	73	81	17
	11.READ, INTERPRET CHARTS/GRAPHS	77	86	13
	STUDENTS TESTED: 90 TOTAL MATHEMATICS:	56	62	34
87 READING	1.IDENTIFY MAIN IDEA	31	46	36
	2.SEQUENCE EVENTS	34	51	33
	3.PERCEIVE CAUSE-EFFECT	35	52	32
	4.EVALUATE INFORMATION	19	28	48
	5.DISTINGUISH FACT, NON-FACT	24	36	43
	6.DRAW CONCLUSIONS	29	43	38
	7.MAKE GENERALIZATIONS	27	40	40
	8.FOLLOW WRITTEN DIRECTIONS	62	93	5
	9.USE PARTS OF BOOK	31	46	36
	10.USE REFERENCE SKILLS	41	61	26
	11.USE MAPS, CHARTS	48	72	19
	STUDENTS TESTED: 67 TOTAL READING:	27	40	40
WRITING	1.SPELLING	51	70	22
	2.PUNCTUATION	34	47	39
	3.CAPITALIZATION	49	67	24
	4.CORRECT ENGLISH USAGE	18	25	55
	5.SENTENCE STRUCTURE	44	60	29
	6.COMMONLY USED FORMS	56	77	17

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	3	23	56	18

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
92	0	0	8

	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
STUDENTS TESTED: 73 TOTAL WRITING:	17	23	56

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

	NUMBER	PERCENT
The following data are based on NUMBER OF STUDENTS TESTED	52	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	6	12
Black	0	0
Hispanic	45	87
White	1	2
FREE/REDUCED PRICE MEAL PROGRAM	27	52
CHAPTER I REGULAR PROGRAM	7	13
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	0	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	0	0
Neither eligible nor participating	52	100
LIMITED ENGLISH PROFICIENCY	52	100
BILINGUAL / ESL PROGRAMS		
Bilingual Program	36	69
English as a Second Language Program	9	17
SPECIAL EDUCATION		
Learning Disability	8	15
Emotionally Disturbed	1	2
Speech Handicapped	0	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	43	83
STATE GIFTED/TALENTED PROGRAM	0	0

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TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT FIRST TIME TESTED STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 10-11-12-EXIT LEVEL

DISTRICT: 015-907 SAN ANTONIO ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	396	96	18
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	371	90	43
	3.SOLVE PROBLEMS: +, -, x, +	270	65	144
	4.USE FRACTIONS/MIXED NOS: +, -, x	213	51	201
	5.USE DECIMALS: +, -, x, +	312	75	102
	6.SOLVE PERSONAL FINANCE PROBLEMS	204	49	210
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	373	90	41
	8.USE MEASUREMENT UNITS	302	73	112
	9.USE RATIO/PROPORTION/PERCENT	188	45	226
	10.DETERMINE DISTANCE/LOCATION ON MAPS	339	82	75
	11.READ, INTERPRET CHARTS/GRAPHS	387	93	27
	STUDENTS TESTED: 414 TOTAL MATHEMATICS:	310	75	104
88 READING	1.IDENTIFY MAIN IDEA	271	63	158
	2.SEQUENCE EVENTS	267	62	162
	3.PERCEIVE CAUSE-EFFECT	281	66	148
	4.EVALUATE INFORMATION	254	59	175
	5.DISTINGUISH FACT, NON-FACT	243	57	186
	6.DRAW CONCLUSIONS	285	66	144
	7.MAKE GENERALIZATIONS	271	63	158
	8.FOLLOW WRITTEN DIRECTIONS	391	91	38
	9.USE PARTS OF BOOK	256	60	173
	10.USE REFERENCE SKILLS	341	79	88
	11.USE MAPS, CHARTS	327	76	102
	STUDENTS TESTED: 429 TOTAL READING:	291	68	138
WRITING	1.SPELLING	388	87	60
	2.PUNCTUATION	333	74	115
	3.CAPITALIZATION	391	87	57
	4.CORRECT ENGLISH USAGE	262	58	186
	5.SENTENCE STRUCTURE	358	80	90
	6.COMMONLY USED FORMS	400	89	48

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	6	38	52	3

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
96	2	0	3

		MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
WRITING	STUDENTS TESTED: 448 TOTAL WRITING:	195	44	253

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT		
Number Not Tested		
The following data are based on NUMBER OF STUDENTS TESTED	409	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	1	0
Asian or Pacific Islander	3	1
Black	66	16
Hispanic	284	69
White	55	13
FREE/REDUCED PRICE MEAL PROGRAM	130	32
CHAPTER I REGULAR PROGRAM	0	0
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	0	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	1	0
Neither eligible nor participating	408	100
LIMITED ENGLISH PROFICIENCY	0	0
BILINGUAL / ESL PROGRAMS		
Bilingual Program	2	0
English as a Second Language Program	0	0
SPECIAL EDUCATION		
Learning Disability	25	6
Emotionally Disturbed	4	1
Speech Handicapped	0	0
Visually Handicapped using braille test	2	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	0	0
Non special education students	378	92
STATE GIFTED/TALENTED PROGRAM	0	0

Elementary School Scores

Grade 3

1985

TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS
STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

CAMPUS		NO OF STUDENTS TESTED		1. READ AND WRITE WHOLE NUMBERS	2. ORDER WHOLE NUMBERS	3. ADD WHOLE NUMBERS	4. SUBTRACT WHOLE NUMBERS	5. SOLVE WORD PROBLEMS: +, -	6. COMPLETE NUMBER PATTERNS	7. MULTIPLY WHOLE NUMBERS	8. IDENTIFY FRACTIONAL PARTS	9. IDENTIFY VALUES OF MONEY	10. SELECT UNITS OF MEASURE
101	ARNOLD EL	21	NUM	20	13	20	18	20	18	21	21	20	17
			PCT	95	62	95	86	95	86	100	100	95	81
102	STEPHEN F AUSTIN EL	24	NUM	20	18	20	18	20	17	21	20	22	17
			PCT	83	75	83	75	83	71	88	83	92	71
103	CHARLES C BALL EL	105	NUM	84	64	84	69	77	70	83	90	89	58
			PCT	80	61	80	66	73	67	79	86	85	55
104	DAVID BARKLEY EL	50	NUM	40	24	42	29	39	36	46	38	44	22
			PCT	80	48	84	58	78	72	92	76	88	44
105	BASKIN EL	34	NUM	33	27	30	32	32	30	34	32	33	29
			PCT	97	79	88	94	94	88	100	94	97	85
106	BEACON HILL EL	73	NUM	65	47	65	51	63	64	67	67	65	37
			PCT	89	64	89	70	86	88	92	92	89	51
107	BONHAM EL	53	NUM	45	26	44	36	44	43	48	43	45	32
			PCT	85	49	83	68	83	81	91	81	85	60
108	JAMES BOWIE EL	45	NUM	39	35	45	44	41	43	43	44	44	39
			PCT	87	78	100	98	91	96	96	98	98	87
110	J T BRACKENRIDGE EL	135	NUM	102	67	108	72	87	99	111	103	118	34
			PCT	76	50	80	53	64	73	82	76	87	25
111	BREWER EL	74	NUM	50	27	63	51	63	55	66	63	62	25
			PCT	68	36	85	69	85	74	89	85	84	34
112	BRISCOE EL	74	NUM	64	46	54	41	58	62	66	64	64	33
			PCT	86	62	73	55	78	84	89	86	86	45
113	DAVID G BURNET EL	78	NUM	70	68	76	72	69	71	78	77	78	67
			PCT	90	87	97	92	88	91	100	99	100	86

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS
STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

92

CAMPUS		NO OF STUDENTS TESTED		1. READ AND WRITE WHOLE NUMBERS	2. ORDER WHOLE NUMBERS	3. ADD WHOLE NUMBERS	4. SUBTRACT WHOLE NUMBERS	5. SOLVE WORD PROBLEMS: +, -	6. COMPLETE NUMBER PATTERNS	7. MULTIPLY WHOLE NUMBERS	8. IDENTIFY FRACTIONAL PARTS	9. IDENTIFY VALUES OF MONEY	10. SELECT UNITS OF MEASURE
114	CAMERON EL	19	NUM	17	19	17	18	17	19	18	19	19	18
			PCT	89	100	89	95	89	100	95	100	100	95
115	CARVAJAL EL	66	NUM	56	22	53	37	45	51	48	59	59	11
			PCT	85	33	80	56	68	77	73	89	89	17
116	COLLINS GARDEN EL	115	NUM	98	76	106	92	97	105	108	108	103	72
			PCT	85	66	92	80	84	91	94	94	90	63
117	AGNES COTTON EL	72	NUM	64	48	53	36	53	47	48	55	63	49
			PCT	89	67	74	50	74	65	67	76	88	68
118	DAVID CROCKETT EL	112	NUM	95	67	102	80	95	99	106	104	107	51
			PCT	85	60	91	71	85	88	95	93	96	46
119	DOUGLASS EL	96	NUM	83	43	78	61	77	85	91	92	89	21
			PCT	86	45	81	64	80	89	95	96	93	22
121	DE ZAVALA EL	102	NUM	86	55	82	62	79	81	93	86	93	24
			PCT	84	54	80	61	77	79	91	84	91	24
123	FENWICK EL	56	NUM	52	24	45	41	46	51	52	53	48	34
			PCT	93	43	80	73	82	91	93	95	86	61
124	MURIEL FORBES EL	51	NUM	46	33	46	46	43	48	51	50	48	38
			PCT	90	65	90	90	84	94	100	98	94	75
125	FOSTER EL	66	NUM	62	48	60	45	56	56	65	62	55	44
			PCT	94	73	91	68	85	85	98	94	83	67
126	FRANKLIN EL	61	NUM	49	38	51	22	51	46	56	49	56	38
			PCT	80	62	84	36	84	75	92	80	92	62
127	GATES EL	80	NUM	74	62	75	69	64	70	78	77	73	32
			PCT	93	78	94	86	80	88	98	96	91	40

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS

STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

93

CAMPUS		NO OF STUDENTS TESTED		1. READ AND WRITE WHOLE NUMBERS	2. ORDER WHOLE NUMBERS	3. ADD WHOLE NUMBERS	4. SUBTRACT WHOLE NUMBERS	5. SOLVE WORD PROBLEMS: +, -	6. COMPLETE NUMBER PATTERNS	7. MULTIPLY WHOLE NUMBERS	8. IDENTIFY FRACTIONAL PARTS	9. IDENTIFY VALUES OF MONEY	10. SELECT UNITS OF MEASURE
129	CHARLES GRAEBNER EL	108	NUM	101	75	102	96	104	92	108	98	100	78
			PCT	94	69	94	89	96	85	100	91	93	72
131	ROBERT B GREEN EL	52	NUM	48	37	50	47	50	49	51	52	50	30
			PCT	92	71	96	90	96	94	98	100	96	58
134	HIGHLAND HILLS EL	93	NUM	87	71	88	78	85	85	85	91	87	53
			PCT	94	76	95	84	91	91	91	98	94	57
135	HIGHLAND PARK EL	123	NUM	102	71	102	83	96	104	111	97	113	57
			PCT	83	58	83	67	78	85	90	79	92	46
136	HILLCREST EL	91	NUM	82	56	89	75	77	83	88	84	87	45
			PCT	90	62	98	82	85	91	97	92	96	49
137	HIRSCH EL	73	NUM	67	59	61	46	59	57	68	70	62	48
			PCT	92	81	84	63	81	78	93	96	85	66
139	HUPPERTZ EL	58	NUM	56	47	57	53	56	54	58	55	56	48
			PCT	97	81	98	91	97	93	100	95	97	83
140	RODRIGUEZ EL	45	NUM	34	29	42	32	35	34	40	41	41	24
			PCT	76	64	93	71	78	76	89	91	91	53
142	FRANK JOHNSON EL	28	NUM	23	18	23	17	22	28	27	24	28	10
			PCT	82	64	82	61	79	100	96	86	100	36
143	GEORGE E KELLY EL	52	NUM	49	48	52	46	50	48	51	51	51	46
			PCT	94	92	100	88	96	92	98	98	98	88
144	SARAH S KING EL	67	NUM	59	41	59	51	58	59	63	60	63	39
			PCT	88	61	88	76	87	88	94	90	94	58
145	M J KNOX EL	31	NUM	24	17	28	25	28	29	31	31	30	19
			PCT	77	55	90	81	90	94	100	100	97	61

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS
STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

94

CAMPUS		NO OF STUDENTS TESTED		1. READ AND WRITE WHOLE NUMBERS	2. ORDER WHOLE NUMBERS	3. ADD WHOLE NUMBERS	4. SUBTRACT WHOLE NUMBERS	5. SOLVE WORD PROBLEMS: +, -	6. COMPLETE NUMBER PATTERNS	7. MULTIPLY WHOLE NUMBERS	8. IDENTIFY FRACTIONAL PARTS	9. IDENTIFY VALUES OF MONEY	10. SELECT UNITS OF MEASURE						
				1.	2.	3.	4.	5.	6.	7.	8.	9.	10.						
146	LAMAR EL	40	NUM PCT	38 95	26 65	36 90	29 73	36 90	28 70	36 90	39 98	36 90	25 63						
147	BOWDEN EL	95	NUM PCT	83 87	58 61	83 87	75 79	81 85	72 76	77 81	76 80	85 89	65 68						
148	MADISON EL	72	NUM PCT	67 93	57 79	69 96	65 90	67 93	58 81	68 94	70 97	67 93	42 58						
149	MARGIL EL	78	NUM PCT	58 74	43 55	64 82	49 63	62 79	62 79	67 86	67 86	65 83	32 41						
150	MAVERICK EL	51	NUM PCT	48 94	37 73	46 90	45 88	46 90	47 92	51 100	39 76	47 92	39 76						
153	DORIS MILLER EL	62	NUM PCT	50 81	38 61	50 81	42 68	50 81	47 76	58 94	59 95	54 87	21 34						
155	NEAL EL	60	NUM PCT	55 92	46 77	54 90	51 85	54 90	54 90	57 95	55 92	56 93	34 57						
156	NELSON EL	68	NUM PCT	63 93	39 57	57 84	59 87	64 94	63 93	67 99	66 97	64 94	49 72						
157	OGDEN EL	103	NUM PCT	90 87	60 58	93 90	81 79	90 87	87 84	99 96	85 83	94 91	64 62						
158	PERSHING EL	70	NUM PCT	58 83	39 56	65 93	52 74	55 79	58 83	65 93	65 93	66 94	34 49						
159	PFEIFFER EL	36	NUM PCT	33 92	30 83	30 83	28 78	31 86	29 81	35 97	28 78	33 92	19 53						
160	RIVERSIDE PARK EL	94	NUM PCT	81 86	57 61	87 93	67 71	78 83	83 88	86 91	85 90	84 89	64 68						

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS
STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD
REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 03

95

CAMPUS		NO OF STUDENTS TESTED		1. READ AND WRITE WHOLE NUMBERS	2. ORDER WHOLE NUMBERS	3. ADD WHOLE NUMBERS	4. SUBTRACT WHOLE NUMBERS	5. SOLVE WORD PROBLEMS: +, -	6. COMPLETE NUMBER PATTERNS	7. MULTIPLY WHOLE NUMBERS	8. IDENTIFY FRACTIONAL PARTS	9. IDENTIFY VALUES OF MONEY	10. SELECT UNITS OF MEASURE
161	ROGERS EL	85	NUM	84	75	85	70	79	80	85	80	84	60
			PCT	99	88	100	82	93	94	100	94	99	71
162	RUIZ EL	31	NUM	25	17	30	21	27	20	31	24	28	13
			PCT	81	55	97	68	87	65	100	77	90	42
164	SCHENCK EL	70	NUM	69	47	64	64	62	61	67	69	64	54
			PCT	99	67	91	91	89	87	96	99	91	77
165	SMITH EL	95	NUM	84	62	86	63	85	76	86	88	86	46
			PCT	88	65	91	66	89	80	91	93	91	48
167	STEELE EL	72	NUM	64	45	64	55	60	58	70	66	63	45
			PCT	89	63	89	76	83	81	97	92	88	63
168	P F STEWART EL	89	NUM	84	74	86	81	83	80	87	85	85	69
			PCT	94	83	97	91	93	90	98	96	96	78
169	STORM EL	119	NUM	104	76	105	81	106	105	108	113	110	43
			PCT	87	64	88	68	89	88	91	95	92	36
170	WM B TRAVIS EL	60	NUM	55	41	53	44	52	52	57	51	54	41
			PCT	92	68	88	73	87	87	95	85	90	68
171	TYNAN EL	26	NUM	22	21	22	20	20	22	25	26	23	10
			PCT	85	81	85	77	77	85	96	100	88	38
172	WASHINGTON EL	60	NUM	50	31	55	45	45	44	57	56	55	30
			PCT	83	52	92	75	75	73	95	93	92	50
173	W W WHITE EL	70	NUM	63	56	63	52	61	59	65	70	67	51
			PCT	90	80	90	74	87	84	93	100	96	73
174	WILSON EL	49	NUM	45	37	48	45	48	48	46	45	46	41
			PCT	92	76	98	92	98	98	94	92	94	84

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS

STUDENTS DEMONSTRATING MASTERY

1. READ AND WRITE WHOLE NUMBERS
2. ORDER WHOLE NUMBERS
3. ADD WHOLE NUMBERS
4. SUBTRACT WHOLE NUMBERS
5. SOLVE WORD PROBLEMS: +, -
6. COMPLETE NUMBER PATTERNS
7. MULTIPLY WHOLE NUMBERS
8. IDENTIFY FRACTIONAL PARTS
9. IDENTIFY VALUES OF MONEY
10. SELECT UNITS OF MEASURE

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

96

CAMPUS		NO OF STUDENTS TESTED		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
175	WOODLAWN EL	80	NUM	70	54	76	67	65	69	80	76	75	57
			PCT	88	68	95	84	81	86	100	95	94	71
176	WOODLAWN HILLS EL	63	NUM	61	48	60	54	57	58	61	57	60	51
			PCT	97	76	95	86	90	92	97	90	95	81
179	HAWTHORNE EL	62	NUM	51	37	55	44	51	51	58	56	56	37
			PCT	82	60	89	71	82	82	94	90	90	60
DISTRICT TOTALS		4343	NUM	3801	2817	3858	3240	3671	3659	4028	3926	3972	2475
			PCT	88	65	89	75	85	84	93	90	91	57

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

READING
STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY MAIN IDEA
2. RECALL FACTS, DETAILS
3. SEQUENCE EVENTS
4. FOLLOW WRITTEN DIRECTIONS
5. RECOGNIZE WORDS THROUGH PHONICS
6. USE CONTEXT CLUES
7. UNDERSTAND WORD STRUCTURES
8. RECOGNIZE WORDS BY SIGHT

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

97

CAMPUS		NO OF STUDENTS TESTED		1.	2.	3.	4.	5.	6.	7.	8.
101	ARNOLD EL	18	NUM PCT	14 78	14 78	15 83	18 100	18 100	17 94	16 89	18 100
102	STEPHEN F AUSTIN EL	24	NUM PCT	16 67	19 79	12 50	23 96	23 96	19 79	15 63	21 88
103	CHARLES C BALL EL	103	NUM PCT	53 51	71 69	57 55	100 97	91 88	73 71	69 67	90 87
104	DAVID BARKLEY EL	50	NUM PCT	21 42	25 50	17 34	45 90	39 78	33 66	32 64	41 82
105	BASKIN EL	34	NUM PCT	26 76	33 97	27 79	34 100	33 97	31 91	33 97	33 97
106	BEACON HILL EL	69	NUM PCT	45 65	58 84	48 70	67 97	65 94	55 80	50 72	65 94
107	BONHAM EL	51	NUM PCT	34 67	39 76	30 59	48 94	47 92	37 73	41 80	45 88
108	JAMES BOWIE EL	43	NUM PCT	30 70	36 84	34 79	43 100	39 91	36 84	32 74	37 86
110	J T BRACKENRIDGE EL	132	NUM PCT	49 37	67 51	47 36	116 88	96 73	65 49	62 47	91 69
111	BREMER EL	69	NUM PCT	29 42	41 59	31 45	66 96	61 88	45 65	45 65	61 88
112	BRISCOE EL	73	NUM PCT	32 44	54 74	38 52	67 92	62 85	56 77	48 66	60 82
113	DAVID G BURNET EL	73	NUM PCT	38 52	60 82	55 75	69 95	67 92	59 81	62 85	67 92

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

READING

STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY MAIN IDEA
2. RECALL FACTS, DETAILS
3. SEQUENCE EVENTS
4. FOLLOW WRITTEN DIRECTIONS
5. RECOGNIZE WORDS THROUGH PHONICS
6. USE CONTEXT CLUES
7. UNDERSTAND WORD STRUCTURES
8. RECOGNIZE WORDS BY SIGHT

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

86

CAMPUS		NO OF STUDENTS TESTED		1.	2.	3.	4.	5.	6.	7.	8.
114	CAMERON EL	18	NUM PCT	16 89	18 100	18 100	18 100	17 94	17 94	18 100	17 94
115	CARVAJAL EL	63	NUM PCT	21 33	32 51	24 38	57 90	51 81	39 62	31 49	42 67
116	COLLINS GARDEN EL	114	NUM PCT	73 64	87 76	67 59	109 96	99 87	91 80	90 79	101 89
117	AGNES COTTON EL	65	NUM PCT	38 58	47 72	34 52	63 97	57 88	46 71	45 69	56 86
118	DAVID CROCKETT EL	104	NUM PCT	59 57	78 75	61 59	101 97	93 89	79 76	77 74	95 91
119	DOUGLASS EL	94	NUM PCT	34 36	60 64	35 37	92 98	79 84	59 63	57 61	75 80
121	DE ZAVALA EL	101	NUM PCT	48 48	65 64	48 48	91 90	76 75	68 67	61 60	83 82
123	FENWICK EL	54	NUM PCT	24 44	40 74	26 48	53 98	52 96	43 80	41 76	52 96
124	MURIEL FORBES EL	50	NUM PCT	31 62	40 80	36 72	50 100	48 96	37 74	40 80	48 96
125	FOSTER EL	66	NUM PCT	35 53	51 77	41 62	65 98	63 95	56 85	58 88	63 95
126	FRANKLIN EL	59	NUM PCT	43 73	52 88	40 68	57 97	53 90	48 81	48 81	54 92
127	GATES EL	80	NUM PCT	53 66	71 89	55 69	79 99	72 90	74 93	67 84	75 94

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

READING

STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

66

CAMPUS		NO OF STUDENTS TESTED		1. IDENTIFY MAIN IDEA	2. RECALL FACTS, DETAILS	3. SEQUENCE EVENTS	4. FOLLOW WRITTEN DIRECTIONS	5. RECOGNIZE WORDS THROUGH PHONICS	6. USE CONTEXT CLUES	7. UNDERSTAND WORD STRUCTURES	8. RECOGNIZE WORDS BY SIGHT
129	CHARLES GRAEBNER EL	106	NUM PCT	70 66	93 88	73 69	105 99	99 93	90 85	82 77	100 94
131	ROBERT B GREEN EL	45	NUM PCT	19 42	35 78	31 69	45 100	41 91	36 80	38 84	42 93
134	HIGHLAND HILLS EL	94	NUM PCT	63 67	78 83	69 73	93 99	92 98	82 87	83 88	93 99
135	HIGHLAND PARK EL	121	NUM PCT	44 36	92 76	61 50	114 94	97 80	81 67	78 64	104 86
136	HILLCREST EL	89	NUM PCT	52 58	67 75	61 69	84 94	80 90	66 74	65 73	77 87
137	HIRSCH EL	71	NUM PCT	46 65	62 87	47 66	69 97	61 86	62 87	55 77	70 99
139	HUPPERTZ EL	58	NUM PCT	57 98	57 98	56 97	58 100	58 100	56 97	56 97	58 100
140	RODRIGUEZ EL	46	NUM PCT	27 59	30 65	28 61	45 98	37 80	29 63	23 50	41 89
142	FRANK JOHNSON EL	26	NUM PCT	10 38	22 85	15 58	25 96	23 88	19 73	16 62	22 85
143	GEORGE E KELLY EL	51	NUM PCT	31 61	42 82	33 65	51 100	49 96	45 88	39 76	51 100
144	SARAH S KING EL	64	NUM PCT	43 67	55 86	35 55	64 100	58 91	49 77	50 78	55 86
145	M J KNOX EL	30	NUM PCT	17 57	24 80	18 60	30 100	29 97	26 87	23 77	29 97

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

READING
STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

100

CAMPUS		NO OF STUDENTS TESTED		1. IDENTIFY MAIN IDEA	2. RECALL FACTS, DETAILS	3. SEQUENCE EVENTS	4. FOLLOW WRITTEN DIRECTIONS	5. RECOGNIZE WORDS THROUGH PHONICS	6. USE CONTEXT CLUES	7. UNDERSTAND WORD STRUCTURES	8. RECOGNIZE WORDS BY SIGHT
146	LAMAR EL	40	NUM PCT	31 78	38 95	32 80	40 100	38 95	36 90	35 88	39 98
147	BOWDEN EL	95	NUM PCT	59 62	78 82	59 62	93 98	88 93	79 83	73 77	87 92
148	MADISON EL	71	NUM PCT	52 73	63 89	52 73	71 100	70 99	65 92	61 86	70 99
149	MARGIL EL	76	NUM PCT	32 42	58 76	42 55	73 96	66 87	50 66	56 74	65 86
150	MAVERICK EL	49	NUM PCT	36 73	40 82	37 76	48 98	47 96	46 94	44 90	49 100
153	DORIS MILLER EL	58	NUM PCT	30 52	43 74	36 62	56 97	50 86	52 90	47 81	52 90
155	NEAL EL	57	NUM PCT	43 75	52 91	47 82	56 98	56 98	54 95	54 95	56 98
156	NELSON EL	64	NUM PCT	37 58	52 81	43 67	63 98	60 94	51 80	48 75	58 91
157	OGDEN EL	103	NUM PCT	52 50	84 82	54 52	97 94	101 98	88 85	75 73	95 92
158	PERSHING EL	68	NUM PCT	28 41	41 60	30 44	65 96	60 88	53 78	39 57	53 78
159	PFEIFFER EL	34	NUM PCT	19 56	28 82	28 82	34 100	32 94	27 79	30 88	33 97
160	RIVERSIDE PARK EL	91	NUM PCT	57 63	69 76	47 52	91 100	77 85	69 76	65 71	85 93

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

101

READING

STUDENTS DEMONSTRATING MASTERY

CAMPUS		NO OF STUDENTS TESTED		1. IDENTIFY MAIN IDEA	2. RECALL FACTS, DETAILS	3. SEQUENCE EVENTS	4. FOLLOW WRITTEN DIRECTIONS	5. RECOGNIZE WORDS THROUGH PHONICS	6. USE CONTEXT CLUES	7. UNDERSTAND WORD STRUCTURES	8. RECOGNIZE WORDS BY SIGHT
161	ROGERS EL	78	NUM PCT	57 73	70 90	58 74	78 100	76 97	69 88	64 82	75 96
162	RUIZ EL	31	NUM PCT	14 45	22 71	11 35	28 90	24 77	19 61	20 65	26 84
164	SCHENCK EL	72	NUM PCT	55 76	64 89	60 83	72 100	69 96	65 90	59 82	69 96
165	SMITH EL	88	NUM PCT	41 47	74 84	49 56	87 99	81 92	80 91	68 77	87 99
167	STEELE EL	70	NUM PCT	47 67	59 84	46 66	69 99	66 94	58 83	58 83	69 99
168	P F STEWART EL	87	NUM PCT	49 56	77 89	67 77	85 98	83 95	75 86	67 77	82 94
169	STORM EL	115	NUM PCT	59 51	85 74	61 53	113 98	106 92	74 64	77 67	101 88
170	WM B TRAVIS EL	59	NUM PCT	31 53	48 81	39 66	57 97	55 93	46 78	49 83	56 95
171	TYNAN EL	25	NUM PCT	22 88	22 88	20 80	25 100	22 88	22 88	20 80	24 96
172	WASHINGTON EL	59	NUM PCT	30 51	41 69	31 53	57 97	50 85	42 71	44 75	47 80
173	W W WHITE EL	69	NUM PCT	36 52	55 80	52 75	69 100	66 96	57 83	53 77	66 96
174	WILSON EL	47	NUM PCT	35 74	39 83	30 64	47 100	47 100	39 83	42 89	45 96

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

READING
STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD
REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 03

102

CAMPUS		NO OF STUDENTS TESTED		1. IDENTIFY MAIN IDEA	2. RECALL FACTS, DETAILS	3. SEQUENCE EVENTS	4. FOLLOW WRITTEN DIRECTIONS	5. RECOGNIZE WORDS THROUGH PHONICS	6. USE CONTEXT CLUES	7. UNDERSTAND WORD STRUCTURES	8. RECOGNIZE WORDS BY SIGHT
175	WOODLAWN EL	73	NUM	58	60	53	73	70	64	61	68
			PCT	79	82	73	100	96	88	84	93
176	WOODLAWN HILLS EL	63	NUM	43	60	52	62	59	53	57	59
			PCT	68	95	83	98	94	84	90	94
179	HAWTHORNE EL	59	NUM	36	47	37	56	52	50	43	54
			PCT	61	80	63	95	88	85	73	92
DISTRICT TOTALS		4209	NUM	2430	3284	2596	4079	3796	3307	3155	3802
			PCT	58	78	62	97	90	79	75	90

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

103

CAMPUS		NO OF STUDENTS TESTED		WRITING STUDENTS DEMONSTRATING MASTERY						WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL								
										HANDWRITING				ORGANIZATION OF IDEAS APPROPRIATE RESPONSE				
				1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6.	A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	RAW SCORE OF 4	RAW SCORE OF 3	RAW SCORE OF 2	RAW SCORE OF 1	RAW SCORE OF 0
				1.	2.	3.	4.	5.		A	B	C	D	4	3	2	1	0
101	ARNOLD EL	18	NUM PCT	18 100	16 89	18 100	17 94	18 100		18 100	0 0	0 0	0 0	0 0	0 0	13 72	5 28	0 0
102	STEPHEN F AUSTIN EL	24	NUM PCT	23 96	19 79	21 88	17 71	17 71		24 100	0 0	0 0	0 0	0 0	0 0	10 42	14 58	0 0
103	CHARLES C BALL EL	103	NUM PCT	99 96	59 57	81 79	77 75	65 63		102 99	0 0	0 0	1 1	0 0	3 3	62 60	37 36	1 1
104	DAVID BARKLEY EL	49	NUM PCT	45 92	25 51	35 71	30 61	26 53		47 96	0 0	0 0	2 4	0 0	4 8	16 33	26 53	3 6
105	BASKIN EL	34	NUM PCT	32 94	27 79	32 94	30 88	26 76		34 100	0 0	0 0	0 0	2 6	5 15	19 56	7 21	1 3
106	BEACON HILL EL	69	NUM PCT	69 100	52 75	61 88	59 86	55 80		66 96	3 4	0 0	0 0	0 0	0 0	23 33	46 67	0 0
107	BONHAM EL	52	NUM PCT	49 94	36 69	44 85	40 77	36 69		50 96	2 4	0 0	0 0	0 0	0 0	24 46	27 52	1 2
108	JAMES BOWIE EL	43	NUM PCT	41 95	34 79	40 93	38 88	37 86		43 100	0 0	0 0	0 0	0 0	1 2	17 40	23 53	2 5
110	J T BRACKENRIDGE EL	132	NUM PCT	117 89	71 54	91 69	76 58	67 51		130 98	0 0	0 0	2 2	1 1	6 5	33 25	89 67	3 2
111	BREHER EL	69	NUM PCT	65 94	39 57	53 77	46 67	39 57		69 100	0 0	0 0	0 0	1 1	0 0	22 32	45 65	1 1
112	BRISCOE EL	73	NUM PCT	68 93	42 58	66 90	56 77	49 67		72 99	0 0	0 0	1 1	0 0	1 1	24 33	44 60	4 5
113	DAVID G BURNET EL	73	NUM PCT	70 96	49 67	62 85	60 82	59 81		73 100	0 0	0 0	0 0	0 0	0 0	19 26	54 74	0 0

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

104

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

				WRITING STUDENTS DEMONSTRATING MASTERY						WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL HANDWRITING				ORGANIZATION OF IDEAS APPROPRIATE RESPONSE				
				1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6.	A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	RAW SCORE OF 4	RAW SCORE OF 3	RAW SCORE OF 2	RAW SCORE OF 1	RAW SCORE OF 0
CAMPUS		NO OF STUDENTS TESTED		1.	2.	3.	4.	5.		A	B	C	D	4	3	2	1	0
114	CAMERON EL	18	NUM PCT	18 100	18 100	17 94	18 100	18 100		18 100	0 0	0 0	0 0	0 0	0 0	1 6	17 94	0 0
115	CARVAJAL EL	63	NUM PCT	55 87	36 57	51 81	38 60	40 63		63 100	0 0	0 0	0 0	0 0	0 0	27 43	34 54	2 3
116	COLLINS GARDEN EL	114	NUM PCT	111 97	85 75	97 85	89 78	81 71		113 99	0 0	0 0	1 1	0 0	5 4	58 51	49 43	2 2
117	AGNES COTTON EL	65	NUM PCT	61 94	46 71	54 83	44 68	43 66		64 98	0 0	0 0	1 2	0 0	0 0	24 37	40 62	1 2
118	DAVID CROCKETT EL	104	NUM PCT	102 98	72 69	91 88	74 71	66 63		104 100	0 0	0 0	0 0	0 0	1 1	33 32	69 66	1 1
119	DOUGLASS EL	94	NUM PCT	88 94	54 57	75 80	61 65	58 62		93 99	1 1	0 0	0 0	1 1	2 2	19 20	72 77	0 0
121	DE ZAVALA EL	101	NUM PCT	96 95	57 56	81 80	59 58	59 58		100 99	1 1	0 0	0 0	0 0	0 0	26 26	75 74	0 0
123	FENWICK EL	54	NUM PCT	52 96	36 67	46 85	45 83	33 61		52 96	1 2	0 0	1 2	0 0	2 4	10 19	41 76	1 2
124	MURIEL FORBES EL	50	NUM PCT	49 98	43 86	44 88	44 88	39 78		50 100	0 0	0 0	0 0	0 0	0 0	16 32	34 68	0 0
125	FOSTER EL	67	NUM PCT	67 100	50 75	63 94	52 78	54 81		66 99	1 1	0 0	0 0	0 0	0 0	28 42	38 57	1 1
126	FRANKLIN EL	60	NUM PCT	59 98	40 67	52 87	48 80	41 68		60 100	0 0	0 0	0 0	0 0	7 12	20 33	32 53	1 2
127	GATES EL	80	NUM PCT	78 98	65 81	75 94	61 76	66 83		80 100	0 0	0 0	0 0	1 1	2 3	42 53	35 44	0 0

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

WRITING

STUDENTS DEMONSTRATING MASTERY

WRITTEN COMPOSITION

STUDENTS PERFORMING AT EACH LEVEL

HANDWRITING

ORGANIZATION OF IDEAS APPROPRIATE RESPONSE

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

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CAMPUS		NO OF STUDENTS TESTED		1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6.	A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	4 RAW SCORE OF 4	3 RAW SCORE OF 3	2 RAW SCORE OF 2	1 RAW SCORE OF 1	0 RAW SCORE OF 0
129	CHARLES GRAEBNER EL	105	NUM PCT	102 97	92 88	100 95	90 86	96 91		105 100	0 0	0 0	0 0	0 0	0 0	55 52	50 48	0 0
131	ROBERT B GREEN EL	45	NUM PCT	45 100	38 84	42 93	33 73	41 91		44 98	1 2	0 0	0 0	0 0	1 2	31 69	13 29	0 0
134	HIGHLAND HILLS EL	94	NUM PCT	93 99	73 78	88 94	78 83	72 77		92 98	2 2	0 0	0 0	1 1	17 18	36 38	40 43	0 0
135	HIGHLAND PARK EL	119	NUM PCT	111 93	72 61	92 77	83 70	75 63		115 97	1 1	0 0	3 3	0 0	1 1	78 66	38 32	2 2
136	HILLCREST EL	89	NUM PCT	85 96	60 67	81 91	70 79	57 64		88 99	1 1	0 0	0 0	0 0	0 0	23 26	66 74	0 0
137	HIRSCH EL	72	NUM PCT	72 100	59 82	69 96	60 83	61 85		71 99	0 0	0 0	1 1	0 0	0 0	38 53	33 46	1 1
139	HUPPERTZ EL	61	NUM PCT	60 98	57 93	59 97	59 97	60 98		61 100	0 0	0 0	0 0	0 0	3 5	40 66	18 30	0 0
140	RODRIGUEZ EL	44	NUM PCT	40 91	35 80	37 84	34 77	30 68		44 100	0 0	0 0	0 0	0 0	0 0	6 14	38 86	0 0
142	FRANK JOHNSON EL	26	NUM PCT	24 92	18 69	23 88	18 69	20 77		26 100	0 0	0 0	0 0	0 0	0 0	16 62	10 38	0 0
143	GEORGE E KELLY EL	51	NUM PCT	51 100	48 94	51 100	44 86	43 84		51 100	0 0	0 0	0 0	0 0	1 2	27 53	23 45	0 0
144	SARAH S KING EL	64	NUM PCT	62 97	50 78	59 92	56 88	45 70		64 100	0 0	0 0	0 0	0 0	1 2	36 56	27 42	0 0
145	M J KNOX EL	30	NUM PCT	30 100	24 80	27 90	25 83	24 80		30 100	0 0	0 0	0 0	0 0	0 0	18 60	12 40	0 0

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

106

CAMPUS		NO OF STUDENTS TESTED		WRITING STUDENTS DEMONSTRATING MASTERY 1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6.	WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL HANDWRITING A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	ORGANIZATION OF IDEAS APPROPRIATE RESPONSE 4 RAW SCORE OF 4	3 RAW SCORE OF 3	2 RAW SCORE OF 2	1 RAW SCORE OF 1	0 RAW SCORE OF 0
146	LAMAR EL	40	NUM	39	30	37	34	34		39	0	0	1	0	0	15	24	1
			PCT	98	75	93	85	85		98	0	0	3	0	0	38	60	3
147	BOWDEN EL	94	NUM	92	65	79	72	73		92	2	0	0	0	0	28	66	0
			PCT	98	69	84	77	78		98	2	0	0	0	0	30	70	0
148	MADISON EL	71	NUM	69	61	66	64	56		70	0	0	1	0	2	19	50	0
			PCT	97	86	93	90	79		99	0	0	1	0	3	27	70	0
149	MARGIL EL	76	NUM	72	46	63	57	50		76	0	0	0	0	1	36	39	0
			PCT	95	61	83	75	66		100	0	0	0	0	1	47	51	0
150	MAVERICK EL	49	NUM	48	44	47	45	39		49	0	0	0	0	1	28	20	0
			PCT	98	90	96	92	80		100	0	0	0	0	2	57	41	0
153	DORIS MILLER EL	58	NUM	57	43	53	34	45		50	8	0	0	0	0	23	35	0
			PCT	98	74	91	59	78		86	14	0	0	0	0	40	60	0
155	NEAL EL	57	NUM	57	42	55	55	49		57	0	0	0	0	9	41	7	0
			PCT	100	74	96	96	86		100	0	0	0	0	16	72	12	0
156	NELSON EL	64	NUM	64	55	62	52	52		63	0	0	1	0	1	27	35	1
			PCT	100	86	97	81	81		98	0	0	2	0	2	42	55	2
157	OGDEN EL	100	NUM	94	59	74	78	62		98	0	1	1	0	0	41	58	1
			PCT	94	59	74	78	62		98	0	1	1	0	0	41	58	1
158	PERSHING EL	69	NUM	66	44	61	51	48		69	0	0	0	0	0	26	43	0
			PCT	96	64	88	74	70		100	0	0	0	0	0	38	62	0
159	PFEIFFER EL	34	NUM	34	29	32	32	20		34	0	0	0	0	0	19	15	0
			PCT	100	85	94	94	59		100	0	0	0	0	0	56	44	0
160	RIVERSIDE PARK EL	92	NUM	89	54	85	62	68		87	3	0	2	0	0	13	76	3
			PCT	97	59	92	67	74		95	3	0	2	0	0	14	83	3

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

107

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

				WRITING STUDENTS DEMONSTRATING MASTERY						WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL HANDWRITING				ORGANIZATION OF IDEAS APPROPRIATE RESPONSE				
CAMPUS		NO OF STUDENTS TESTED		1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6.	A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	4 RAW SCORE OF 4	3 RAW SCORE OF 3	2 RAW SCORE OF 2	1 RAW SCORE OF 1	0 RAW SCORE OF 0
161	ROGERS EL	78	NUM PCT	78 100	67 86	75 96	66 85	72 92		78 100	0 0	0 0	0 0	0 0	0 0	48 62	30 38	0 0
162	RUIZ EL	31	NUM PCT	29 94	16 52	26 84	19 61	21 68		31 100	0 0	0 0	0 0	0 0	0 0	11 35	20 65	0 0
164	SCHENCK EL	70	NUM PCT	68 97	62 89	66 94	67 96	62 89		67 96	0 0	0 0	3 4	0 0	0 0	35 50	35 50	0 0
165	SMITH EL	92	NUM PCT	91 99	66 72	78 85	65 71	64 70		92 100	0 0	0 0	0 0	0 0	1 1	40 43	51 55	0 0
167	STEELE EL	70	NUM PCT	70 100	54 77	65 93	55 79	53 76		68 97	0 0	0 0	2 3	0 0	0 0	20 29	48 69	2 3
168	P F STEWART EL	88	NUM PCT	87 99	73 83	84 95	75 85	74 84		86 98	2 2	0 0	0 0	0 0	1 1	37 42	50 57	0 0
169	STORM EL	115	NUM PCT	112 97	75 65	96 83	82 71	71 62		111 97	4 3	0 0	0 0	0 0	0 0	41 36	72 63	2 2
170	WM B TRAVIS EL	59	NUM PCT	56 95	43 73	53 90	46 78	46 78		57 97	2 3	0 0	0 0	0 0	0 0	20 34	38 64	1 2
171	TYNAN EL	25	NUM PCT	25 100	23 92	25 100	22 88	22 88		25 100	0 0	0 0	0 0	0 0	0 0	6 24	19 76	0 0
172	WASHINGTON EL	59	NUM PCT	55 93	36 61	51 86	45 76	39 66		57 97	1 2	0 0	1 2	0 0	0 0	12 20	46 78	1 2
173	W W WHITE EL	69	NUM PCT	69 100	60 87	68 99	61 88	57 83		69 100	0 0	0 0	0 0	0 0	0 0	51 74	18 26	0 0
174	WILSON EL	47	NUM PCT	47 100	43 91	46 98	46 98	45 96		47 100	0 0	0 0	0 0	2 4	10 21	19 40	16 34	0 0

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 03

WRITING — STUDENTS DEMONSTRATING MASTERY: 1.–6.

WRITTEN COMPOSITION — STUDENTS PERFORMING AT EACH LEVEL: HANDWRITING A–D; ORGANIZATION OF IDEAS APPROPRIATE RESPONSE

CAMPUS	NO OF STUDENTS TESTED		1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6.	A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	4 RAW SCORE OF 4	3 RAW SCORE OF 3	2 RAW SCORE OF 2	1 RAW SCORE OF 1	0 RAW SCORE OF 0
175 WOODLAWN EL	73	NUM	72	57	67	64	57		73	0	0	0	0	0	16	57	0
		PCT	99	78	92	88	78		100	0	0	0	0	0	22	78	0
176 WOODLAWN HILLS EL	63	NUM	62	53	59	57	57		63	0	0	0	0	1	19	43	0
		PCT	98	84	94	90	90		100	0	0	0	0	2	30	68	0
179 HAWTHORNE EL	59	NUM	55	35	44	46	40		51	6	0	2	0	0	29	28	2
		PCT	93	59	75	78	68		86	10	0	3	0	0	49	47	3
DISTRICT TOTALS	4211	NUM	4064	3032	3695	3281	3092		4141	42	1	27	9	90	1710	2360	42
		PCT	97	72	88	78	73		98	1	0	1	0	2	41	56	1

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Elementary School Scores

Grade 5

1985

TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS
STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD
REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 05

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CAMPUS		NO OF STUDENTS TESTED		1. IDENTIFY GEOMETRIC TERMS, FIGURES	2. INTERPRET PLACE VALUE	3. ADD WHOLE NUMBERS	4. SUBTRACT WHOLE NUMBERS	5. MULTIPLY WHOLE NUMBERS	6. DIVIDE WHOLE NUMBERS	7. SOLVE WORD PROBLEMS: +, -	8. SOLVE WORD PROBLEMS: X, ÷	9. SELECT UNITS OF MEASURE	10. INTERPRET GRAPHS	11. IDENTIFY EQUIVALENT FRACTIONS	12. ORDER WHOLE NUMBERS
101	ARNOLD EL	31	NUM PCT	30 97	31 100	31 100	28 90	30 97	29 94	30 97	25 81	31 100	31 100	28 90	31 100
102	STEPHEN F AUSTIN EL	33	NUM PCT	28 85	21 64	32 97	29 88	29 88	28 85	26 79	22 67	30 91	31 94	31 94	29 88
103	CHARLES C BALL EL	102	NUM PCT	62 61	46 45	72 71	61 60	63 62	63 62	73 72	32 31	81 79	92 90	31 30	78 76
104	DAVID BARKLEY EL	37	NUM PCT	29 78	29 78	33 89	28 76	27 73	24 65	30 81	13 35	34 92	33 89	17 46	31 84
105	BASKIN EL	40	NUM PCT	37 93	31 78	37 93	35 88	29 73	34 85	35 88	29 73	39 98	39 98	28 70	37 93
106	BEACON HILL EL	74	NUM PCT	58 78	59 80	63 85	56 76	60 81	57 77	58 78	33 45	65 88	67 91	52 70	62 84
107	BONHAM EL	42	NUM PCT	40 95	32 76	42 100	38 90	38 90	39 93	37 88	31 74	39 93	39 93	37 88	38 90
108	JAMES BOWIE EL	50	NUM PCT	36 72	42 84	43 86	44 88	41 82	40 80	39 78	27 54	46 92	46 92	34 68	41 82
110	J T BRACKENRIDGE EL	140	NUM PCT	64 46	67 48	115 82	99 71	77 55	88 63	102 73	51 36	97 69	106 76	54 39	100 71
111	BREWER EL	75	NUM PCT	63 84	49 65	70 93	58 77	65 87	59 79	56 75	37 49	62 83	66 88	49 65	60 80
112	BRISCOE EL	72	NUM PCT	49 68	45 63	67 93	56 78	61 85	60 83	51 71	42 58	61 85	59 82	50 69	58 81
113	DAVID G BURNET EL	67	NUM PCT	55 82	46 69	64 96	55 82	56 84	50 75	54 81	34 51	55 82	55 82	37 55	60 90

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS

STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY GEOMETRIC TERMS, FIGURES
2. INTERPRET PLACE VALUE
3. ADD WHOLE NUMBERS
4. SUBTRACT WHOLE NUMBERS
5. MULTIPLY WHOLE NUMBERS
6. DIVIDE WHOLE NUMBERRS
7. SOLVE WORD PROBLEMS: +, -
8. SOLVE WORD PROBLEMS: X, ÷
9. SELECT UNITS OF MEASURE
10. INTERPRET GRAPHS
11. IDENITIFY EQUIVALENT FRACTIONS
12. ORDER WHOLE NUMBERS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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CAMPUS		NO OF STUDENTS TESTED		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.				
114	CAMERON EL	22	NUM PCT	17 77	19 86	17 77	14 64	13 59	10 45	19 86	6 27	19 86	19 86	5 23	18 82				
115	CARVAJAL EL	69	NUM PCT	47 68	31 45	62 90	41 59	43 62	38 55	50 72	19 28	56 81	61 88	18 26	58 84				
116	COLLINS GARDEN EL	95	NUM PCT	67 71	56 59	88 93	69 73	76 80	68 72	74 78	43 45	82 86	82 86	44 46	78 82				
117	AGNES COTTON EL	82	NUM PCT	63 77	51 62	79 96	70 85	74 90	75 91	59 72	42 51	68 83	79 96	66 80	73 89				
118	DAVID CROCKETT EL	124	NUM PCT	67 54	73 59	117 94	99 80	101 81	91 73	99 80	51 41	102 82	110 89	55 44	109 88				
119	DOUGLASS EL	96	NUM PCT	51 53	39 41	86 90	70 73	87 91	74 77	82 85	39 41	76 79	82 85	52 54	82 85				
121	DE ZAVALA EL	67	NUM PCT	51 76	44 66	63 94	56 84	55 82	51 76	56 84	39 58	56 84	61 91	26 39	59 88				
123	FENWICK EL	70	NUM PCT	55 79	49 70	65 93	47 67	49 70	57 81	56 80	36 51	64 91	66 94	38 54	62 89				
124	MURIEL FORBES EL	41	NUM PCT	35 85	29 71	39 95	33 80	32 78	30 73	40 98	29 71	41 100	38 93	30 73	38 93				
125	FOSTER EL	65	NUM PCT	58 89	40 62	64 98	58 89	60 92	59 91	61 94	43 66	63 97	63 97	31 48	64 98				
126	FRANKLIN EL	91	NUM PCT	56 62	46 51	80 88	67 74	73 80	65 71	73 80	46 51	85 93	86 95	49 54	75 82				
127	GATES EL	79	NUM PCT	75 95	69 87	75 95	63 80	71 90	67 85	60 76	46 58	71 90	74 94	56 71	71 90				

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS
STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

113

CAMPUS		NO OF STUDENTS TESTED		1. IDENTIFY GEOMETRIC TERMS,FIGURES	2. INTERPRET PLACE VALUE	3. ADD WHOLE NUMBERS	4. SUBTRACT WHOLE NUMBERS	5. MULTIPLY WHOLE NUMBERS	6. DIVIDE WHOLE NUMBERS	7. SOLVE WORD PROBLEMS: +, -	8. SOLVE WORD PROBLEMS: X, +	9. SELECT UNITS OF MEASURE	10. INTERPRET GRAPHS	11. IDENITFY EQUIVALENT FRACTIONS	12. ORDER WHOLE NUMBERS
129	CHARLES GRAEBNER EL	107	NUM	93	87	98	93	90	85	95	58	105	100	61	102
			PCT	87	81	92	87	84	79	89	54	98	93	57	95
131	ROBERT B GREEN EL	35	NUM	30	20	30	23	29	28	34	14	31	33	18	33
			PCT	86	57	86	66	83	80	97	40	89	94	51	94
134	HIGHLAND HILLS EL	92	NUM	73	81	84	84	86	83	78	54	82	90	61	87
			PCT	79	88	91	91	93	90	85	59	89	98	66	95
135	HIGHLAND PARK EL	121	NUM	107	86	105	97	99	91	100	69	97	104	72	103
			PCT	88	71	87	80	82	75	83	57	80	86	60	85
136	HILLCREST EL	88	NUM	66	47	77	66	66	66	74	45	75	80	57	79
			PCT	75	53	88	75	75	75	84	51	85	91	65	90
137	HIRSCH EL	70	NUM	49	41	61	52	53	49	56	30	62	64	31	60
			PCT	70	59	87	74	76	70	80	43	89	91	44	86
139	HUPPERTZ EL	79	NUM	69	54	69	68	71	62	69	46	76	77	49	73
			PCT	87	68	87	86	90	78	87	58	96	97	62	92
140	RODRIGUEZ EL	62	NUM	47	38	47	44	41	42	49	21	47	48	28	47
			PCT	76	61	76	71	66	68	79	34	76	77	45	76
142	FRANK JOHNSON EL	29	NUM	15	17	24	19	23	20	19	13	22	26	14	22
			PCT	52	59	83	66	79	69	66	45	76	90	48	76
143	GEORGE E KELLY EL	47	NUM	41	35	46	36	40	43	35	23	42	45	28	41
			PCT	87	74	98	77	85	91	74	49	89	96	60	87
144	SARAH S KING EL	71	NUM	50	42	58	55	55	58	59	31	63	64	37	65
			PCT	70	59	82	77	77	82	83	44	89	90	52	92
145	H J KNOX EL	32	NUM	14	14	23	21	23	23	23	17	25	24	13	22
			PCT	44	44	72	66	72	72	72	53	78	75	41	69

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS

STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

114

CAMPUS		NO OF STUDENTS TESTED		1. IDENTIFY GEOMETRIC TERMS, FIGURES	2. INTERPRET PLACE VALUE	3. ADD WHOLE NUMBERS	4. SUBTRACT WHOLE NUMBERS	5. MULTIPLY WHOLE NUMBERS	6. DIVIDE WHOLE NUMBERS	7. SOLVE WORD PROBLEMS: +, −	8. SOLVE WORD PROBLEMS: X, ÷	9. SELECT UNITS OF MEASURE	10. INTERPRET GRAPHS	11. IDENTIFY EQUIVALENT FRACTIONS	12. ORDER WHOLE NUMBERS
146	LAMAR EL	32	NUM	21	18	27	25	25	23	24	16	26	30	21	30
			PCT	66	56	84	78	78	72	75	50	81	94	66	94
147	BOWDEN EL	82	NUM	67	54	76	59	66	60	71	44	78	78	50	75
			PCT	82	66	93	72	80	73	87	54	95	95	61	91
148	MADISON EL	62	NUM	47	44	55	51	54	48	54	30	56	57	35	57
			PCT	76	71	89	82	87	77	87	48	90	92	56	92
149	MARGIL EL	84	NUM	74	60	79	69	73	64	73	41	61	71	55	68
			PCT	88	71	94	82	87	76	87	49	73	85	65	81
150	MAVERICK EL	45	NUM	31	23	40	38	41	37	37	25	39	44	16	39
			PCT	69	51	89	84	91	82	82	56	87	98	36	87
153	DORIS MILLER EL	59	NUM	27	24	48	45	50	45	44	15	47	55	22	50
			PCT	46	41	81	76	85	76	75	25	80	93	37	85
155	NEAL EL	54	NUM	53	49	54	50	51	53	51	44	54	54	51	52
			PCT	98	91	100	93	94	98	94	81	100	100	94	96
156	NELSON EL	56	NUM	42	40	50	44	42	36	43	26	45	48	19	48
			PCT	75	71	89	79	75	64	77	46	80	86	34	86
157	OGDEN EL	85	NUM	72	58	79	73	73	71	73	39	75	77	56	77
			PCT	85	68	93	86	86	84	86	46	88	91	66	91
158	PERSHING EL	49	NUM	45	47	48	44	44	40	43	31	47	48	39	46
			PCT	92	96	98	90	90	82	88	63	96	98	80	94
159	PFEIFFER EL	27	NUM	10	10	20	18	8	14	18	8	22	19	6	15
			PCT	37	37	74	67	30	52	67	30	81	70	22	56
160	RIVERSIDE PARK EL	82	NUM	68	71	79	70	74	70	66	36	69	70	69	71
			PCT	83	87	96	85	90	85	80	44	84	85	84	87

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS
STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

115

CAMPUS		NO OF STUDENTS TESTED		1. IDENTIFY GEOMETRIC TERMS,FIGURES	2. INTERPRET PLACE VALUE	3. ADD WHOLE NUMBERS	4. SUBTRACT WHOLE NUMBERS	5. MULTIPLY WHOLE NUMBERS	6. DIVIDE WHOLE NUMBERRS	7. SOLVE WORD PROBLEMS: +, -	8. SOLVE WORD PROBLEMS: X, ÷	9. SELECT UNITS OF MEASURE	10. INTERPRET GRAPHS	11. IDENITFY EQUIVALENT FRACTIONS	12. ORDER WHOLE NUMBERS
161	ROGERS EL	81	NUM	70	66	78	77	78	76	76	61	80	78	65	77
			PCT	86	81	96	95	96	94	94	75	99	96	80	95
162	RUIZ EL	35	NUM	22	20	30	24	34	26	26	15	31	29	16	28
			PCT	63	57	86	69	97	74	74	43	89	83	46	80
164	SCHENCK EL	63	NUM	62	59	61	57	60	57	60	46	63	63	56	61
			PCT	98	94	97	90	95	90	95	73	100	100	89	97
165	SMITH EL	87	NUM	71	62	77	74	74	59	72	44	78	79	56	76
			PCT	82	71	89	85	85	68	83	51	90	91	64	87
167	STEELE EL	87	NUM	78	75	81	76	80	78	73	56	86	86	63	79
			PCT	90	86	93	87	92	90	84	64	99	99	72	91
168	P F STEWART EL	81	NUM	72	55	75	70	67	62	63	36	75	64	50	66
			PCT	89	68	93	86	83	77	78	44	93	79	62	81
169	STORM EL	102	NUM	83	60	90	86	79	72	85	39	86	87	71	82
			PCT	81	59	88	84	77	71	83	38	84	85	70	80
170	WM B TRAVIS EL	67	NUM	47	31	56	56	54	50	51	29	50	57	33	59
			PCT	70	46	84	84	81	75	76	43	75	85	49	88
171	TYNAN EL	36	NUM	24	17	31	28	33	32	31	15	33	35	18	30
			PCT	67	47	86	78	92	89	86	42	92	97	50	83
172	WASHINGTON EL	63	NUM	39	47	59	53	56	50	56	24	58	59	27	54
			PCT	62	75	94	84	89	79	89	38	92	94	43	86
173	W W WHITE EL	72	NUM	66	55	62	53	63	59	62	32	67	67	42	66
			PCT	92	76	86	74	88	82	86	44	93	93	58	92
174	WILSON EL	46	NUM	42	40	44	42	42	37	41	31	42	42	38	46
			PCT	91	87	96	91	91	80	89	67	91	91	83	100

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS
STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY GEOMETRIC TERMS, FIGURES
2. INTERPRET PLACE VALUE
3. ADD WHOLE NUMBERS
4. SUBTRACT WHOLE NUMBERS
5. MULTIPLY WHOLE NUMBERS
6. DIVIDE WHOLE NUMBERS
7. SOLVE WORD PROBLEMS: +, -
8. SOLVE WORD PROBLEMS: X, ÷
9. SELECT UNITS OF MEASURE
10. INTERPRET GRAPHS
11. IDENTIFY EQUIVALENT FRACTIONS
12. ORDER WHOLE NUMBERS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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CAMPUS		NO OF STUDENTS TESTED		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
175	WOODLAWN EL	83	NUM	82	73	75	80	77	76	73	49	83	80	73	81
			PCT	99	88	90	96	93	92	88	59	100	96	88	98
176	WOODLAWN HILLS EL	53	NUM	43	35	49	44	43	44	44	26	48	50	30	51
			PCT	81	66	92	83	81	83	83	49	91	94	57	96
179	HAWTHORNE EL	74	NUM	58	47	67	58	62	55	67	38	60	67	51	70
			PCT	78	64	91	78	84	74	91	51	81	91	69	95
DISTRICT TOTALS		4244	NUM	3263	2846	3816	3396	3489	3300	3488	2132	3709	3834	2515	3700
			PCT	77	67	90	80	82	78	82	50	87	90	59	87

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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READING

STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

CAMPUS		NO OF STUDENTS TESTED		1. IDENTIFY MAIN IDEA	2. RECALL FACTS, DETAILS	3. SEQUENCE EVENTS	4. DISTINGUISH FACT, NON-FACT	5. DRAW CONCLUSIONS	6. PREDICT OUTCOMES	7. USE CONTEXT CLUES	8. USE INDEX	9. USE MAPS, CHARTS	10. FOLLOW WRITTEN DIRECTIONS	11. IDENTIFY CHARACTER FEELINGS
101	ARNOLD EL	31	NUM	26	26	25	28	22	26	31	29	31	28	28
			PCT	84	84	81	90	71	84	100	94	100	90	90
102	STEPHEN F AUSTIN EL	33	NUM	18	28	24	24	15	23	30	32	26	31	25
			PCT	55	85	73	73	45	70	91	97	79	94	76
103	CHARLES C BALL EL	98	NUM	46	51	57	47	57	35	91	79	77	74	60
			PCT	47	52	58	48	58	36	93	81	79	76	61
104	DAVID BARKLEY EL	35	NUM	16	28	21	19	19	20	33	32	31	31	24
			PCT	46	60	60	54	54	57	94	91	89	89	69
105	BASKIN EL	41	NUM	33	35	35	33	31	35	40	40	40	39	38
			PCT	80	85	85	80	76	85	98	98	98	95	93
106	BEACON HILL EL	63	NUM	38	42	48	50	38	40	62	56	57	49	53
			PCT	60	67	76	79	60	63	98	89	90	78	84
107	BONHAM EL	38	NUM	21	32	28	28	24	26	35	34	35	33	29
			PCT	55	84	74	74	63	68	92	89	92	87	76
108	JAMES BOWIE EL	49	NUM	19	34	29	28	22	27	43	42	40	41	32
			PCT	39	69	59	57	45	55	88	86	82	84	65
110	J T BRACKENRIDGE EL	132	NUM	49	71	69	52	62	56	105	106	92	95	73
			PCT	37	54	52	39	47	42	80	80	70	72	55
111	BREWER EL	66	NUM	26	49	38	41	35	37	62	60	58	59	48
			PCT	39	74	58	62	53	56	94	91	88	89	73
112	BRISCOE EL	65	NUM	27	38	37	42	33	35	54	52	54	49	37
			PCT	42	58	57	65	51	54	83	80	83	75	57
113	DAVID G BURNET EL	63	NUM	33	50	45	46	34	37	52	56	51	56	49
			PCT	52	79	71	73	54	59	83	89	81	89	78

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

READING

STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY MAIN IDEA
2. RECALL FACTS, DETAILS
3. SEQUENCE EVENTS
4. DISTINGUISH FACT, NON-FACT
5. DRAW CONCLUSIONS
6. PREDICT OUTCOMES
7. USE CONTEXT CLUES
8. USE INDEX
9. USE MAPS, CHARTS
10. FOLLOW WRITTEN DIRECTIONS
11. IDENTIFY CHARACTER FEELINGS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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CAMPUS		NO OF STUDENTS TESTED		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
114	CAMERON EL	20	NUM PCT	9 45	12 60	16 80	16 80	9 45	10 50	19 95	17 85	15 75	16 80	18 90
115	CARVAJAL EL	63	NUM PCT	27 43	36 57	34 54	37 59	26 41	25 40	46 73	55 87	47 75	48 76	38 60
116	COLLINS GARDEN EL	89	NUM PCT	51 57	58 65	60 67	55 62	52 58	47 53	78 88	73 82	78 88	76 85	66 74
117	AGNES COTTON EL	82	NUM PCT	44 54	57 70	55 67	52 63	45 55	45 55	74 90	75 91	69 84	75 91	59 72
118	DAVID CROCKETT EL	121	NUM PCT	55 45	82 68	70 58	74 61	54 45	62 51	105 87	104 86	103 85	93 77	81 67
119	DOUGLASS EL	90	NUM PCT	41 46	58 64	49 54	61 68	44 49	45 50	80 89	74 82	74 82	75 83	62 69
121	DE ZAVALA EL	64	NUM PCT	28 44	39 61	35 55	33 52	29 45	34 53	58 91	57 89	59 92	57 89	45 70
123	FENWICK EL	72	NUM PCT	45 63	52 72	52 72	47 65	45 63	44 61	69 96	62 86	63 88	67 93	53 74
124	MURIEL FORBES EL	42	NUM PCT	28 67	33 79	36 86	29 69	27 64	31 74	41 98	37 88	40 95	38 90	38 90
125	FOSTER EL	63	NUM PCT	54 86	50 79	54 86	51 81	41 65	48 76	62 98	60 95	61 97	59 94	55 87
126	FRANKLIN EL	88	NUM PCT	46 52	56 64	65 74	50 57	47 53	39 44	84 95	78 89	77 88	72 82	64 73
127	GATES EL	77	NUM PCT	47 61	62 81	67 87	55 71	53 69	51 66	74 96	74 96	70 91	67 87	63 82

TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

READING

STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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CAMPUS		NO OF STUDENTS TESTED		1. IDENTIFY MAIN IDEA	2. RECALL FACTS, DETAILS	3. SEQUENCE EVENTS	4. DISTINGUISH FACT, NON-FACT	5. DRAW CONCLUSIONS	6. PREDICT OUTCOMES	7. USE CONTEXT CLUES	8. USE INDEX	9. USE MAPS, CHARTS	10. FOLLOW WRITTEN DIRECTIONS	11. IDENTIFY CHARACTER FEELINGS
129	CHARLES GRAEBNER EL	97	NUM	66	84	80	75	62	64	93	86	96	90	81
			PCT	68	87	82	77	64	66	96	89	99	93	84
131	ROBERT B GREEN EL	34	NUM	18	27	25	22	18	16	32	29	29	33	25
			PCT	53	79	74	65	53	47	94	85	85	97	74
134	HIGHLAND HILLS EL	93	NUM	54	66	75	66	55	57	90	86	90	87	70
			PCT	58	71	81	71	59	61	97	92	97	94	75
135	HIGHLAND PARK EL	118	NUM	50	76	63	65	64	54	106	96	100	93	82
			PCT	42	64	53	55	54	46	90	81	85	79	69
136	HILLCREST EL	85	NUM	48	63	64	53	53	53	80	73	74	74	65
			PCT	56	74	75	62	62	62	94	86	87	87	76
137	HIRSCH EL	66	NUM	33	49	50	47	35	37	64	59	58	57	50
			PCT	50	74	76	71	53	56	97	89	88	86	76
139	HUPPERTZ EL	75	NUM	43	47	57	58	42	48	74	68	69	66	61
			PCT	57	63	76	77	56	64	99	91	92	88	81
140	RODRIGUEZ EL	61	NUM	20	32	31	32	23	29	47	45	53	49	35
			PCT	33	52	51	52	38	48	77	74	87	80	57
142	FRANK JOHNSON EL	26	NUM	15	21	12	19	17	13	25	21	24	23	18
			PCT	58	81	46	73	65	50	96	81	92	88	69
143	GEORGE E KELLY EL	43	NUM	26	32	32	33	26	23	40	37	39	39	32
			PCT	60	74	74	77	60	53	93	86	91	91	74
144	SARAH S KING EL	63	NUM	41	45	49	43	37	37	60	55	54	48	50
			PCT	65	71	78	68	59	59	95	87	86	76	79
145	M J KNOX EL	30	NUM	14	17	16	18	13	13	25	23	24	20	19
			PCT	47	57	53	60	43	43	83	77	80	67	63

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

READING

STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY MAIN IDEA
2. RECALL FACTS, DETAILS
3. SEQUENCE EVENTS
4. DISTINGUISH FACT, NON-FACT
5. DRAW CONCLUSIONS
6. PREDICT OUTCOMES
7. USE CONTEXT CLUES
8. USE INDEX
9. USE MAPS, CHARTS
10. FOLLOW WRITTEN DIRECTIONS
11. IDENTIFY CHARACTER FEELINGS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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CAMPUS		NO OF STUDENTS TESTED		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.					
146	LAMAR EL	32	NUM PCT	18 56	23 72	17 53	24 75	18 56	16 50	30 94	25 78	22 69	26 81	24 75					
147	BOWDEN EL	79	NUM PCT	47 59	61 77	54 68	51 65	50 63	42 53	74 94	72 91	68 86	68 86	57 72					
148	MADISON EL	60	NUM PCT	35 58	47 78	43 72	44 73	34 57	38 63	60 100	53 88	51 85	57 95	42 70					
149	MARGIL EL	81	NUM PCT	48 59	58 72	56 69	57 70	50 62	54 67	73 90	75 93	75 93	68 84	61 75					
150	MAVERICK EL	42	NUM PCT	24 57	34 81	38 90	35 83	34 81	29 69	40 95	39 93	40 95	39 93	36 86					
153	DORIS MILLER EL	56	NUM PCT	21 38	31 55	36 64	34 61	23 41	23 41	45 80	46 82	40 71	47 84	34 61					
155	NEAL EL	54	NUM PCT	45 83	49 91	50 93	43 80	43 80	42 78	54 100	54 100	52 96	53 98	52 96					
156	NELSON EL	54	NUM PCT	24 44	33 61	35 65	30 56	29 54	27 50	46 85	46 85	39 72	43 80	33 61					
157	OGDEN EL	84	NUM PCT	51 61	65 77	65 77	61 73	48 57	53 63	75 89	77 92	72 86	76 90	73 87					
158	PERSHING EL	51	NUM PCT	39 76	44 86	45 88	41 80	40 78	40 78	50 98	50 98	46 90	51 100	42 82					
159	PFEIFFER EL	25	NUM PCT	8 32	12 48	12 48	7 28	11 44	5 20	21 84	17 68	17 68	20 80	13 52					
160	RIVERSIDE PARK EL	77	NUM PCT	48 62	59 77	52 68	62 81	49 64	48 62	73 95	68 88	69 90	69 90	58 75					

TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

READING

STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY MAIN IDEA
2. RECALL FACTS, DETAILS
3. SEQUENCE EVENTS
4. DISTINGUISH FACT, NON-FACT
5. DRAW CONCLUSIONS
6. PREDICT OUTCOMES
7. USE CONTEXT CLUES
8. USE INDEX
9. USE MAPS, CHARTS
10. FOLLOW WRITTEN DIRECTIONS
11. IDENTIFY CHARACTER FEELINGS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

CAMPUS		NO OF STUDENTS TESTED		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
161	ROGERS EL	76	NUM	56	60	62	62	52	59	74	70	73	73	62
			PCT	74	79	82	82	68	78	97	92	96	96	82
162	RUIZ EL	34	NUM	15	24	18	16	15	17	27	27	27	27	22
			PCT	44	71	53	47	44	50	79	79	79	79	65
164	SCHENCK EL	63	NUM	53	52	54	54	45	53	63	58	60	60	52
			PCT	84	83	86	86	71	84	100	92	95	95	83
165	SMITH EL	84	NUM	54	68	67	60	60	54	77	71	68	72	62
			PCT	64	81	80	71	71	64	92	85	81	86	74
167	STEELE EL	81	NUM	56	62	64	62	58	57	78	78	74	76	68
			PCT	69	77	79	77	72	70	96	96	91	94	84
168	P F STEWART EL	74	NUM	35	52	44	45	36	42	68	64	62	69	53
			PCT	47	70	59	61	49	57	92	86	84	93	72
169	STORM EL	96	NUM	37	61	53	58	43	56	84	87	85	82	62
			PCT	39	64	55	60	45	58	88	91	89	85	65
170	WM B TRAVIS EL	68	NUM	29	39	43	44	30	31	54	59	56	53	45
			PCT	43	57	63	65	44	46	79	87	82	78	66
171	TYNAN EL	36	NUM	21	28	26	29	21	27	34	32	34	32	32
			PCT	58	78	72	81	58	75	94	89	94	89	89
172	WASHINGTON EL	60	NUM	31	45	50	38	32	34	58	49	50	49	47
			PCT	52	75	83	63	53	57	97	82	83	82	78
173	W W WHITE EL	71	NUM	43	49	51	51	36	44	70	60	63	56	58
			PCT	61	69	72	72	51	62	99	85	89	79	82
174	WILSON EL	43	NUM	35	37	35	40	25	31	42	38	41	38	36
			PCT	81	86	81	93	58	72	98	88	95	88	84

TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

READING

STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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CAMPUS		NO OF STUDENTS TESTED		1. IDENTIFY MAIN IDEA	2. RECALL FACTS, DETAILS	3. SEQUENCE EVENTS	4. DISTINGUISH FACT, NON-FACT	5. DRAW CONCLUSIONS	6. PREDICT OUTCOMES	7. USE CONTEXT CLUES	8. USE INDEX	9. USE MAPS, CHARTS	10. FOLLOW WRITTEN DIRECTIONS	11. IDENTIFY CHARACTER FEELINGS
175	WOODLAWN EL	82	NUM	58	64	66	66	61	55	80	81	79	78	74
			PCT	71	78	80	80	74	67	98	99	96	95	90
176	WOODLAWN HILLS EL	51	NUM	31	45	42	32	34	25	49	47	43	49	42
			PCT	61	88	82	63	67	49	96	92	84	96	82
179	HAWTHORNE EL	73	NUM	41	50	54	39	43	41	62	67	64	62	61
			PCT	56	68	74	53	59	56	85	92	88	85	84
DISTRICT TOTALS		4063	NUM	2258	2890	2835	2714	2329	2365	3725	3572	3528	3500	3027
			PCT	56	71	70	67	57	58	92	88	87	86	75

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

				WRITING STUDENTS DEMONSTRATING MASTERY						WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL								
										HANDWRITING				ORGANIZATION OF IDEAS APPROPRIATE RESPONSE				
CAMPUS		NO OF STUDENTS TESTED		1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6. COMMONLY USED FORMS	A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	RAW SCORE OF 4	RAW SCORE OF 3	RAW SCORE OF 2	RAW SCORE OF 1	RAW SCORE OF 0
				1.	2.	3.	4.	5.	6.	A	B	C	D	4	3	2	1	0
101	ARNOLD EL	31	NUM PCT	31 100	22 71	28 90	27 87	31 100	31 100	31 100	0 0	0 0	0 0	0 0	7 23	16 52	8 26	0 0
102	STEPHEN F AUSTIN EL	33	NUM PCT	33 100	17 52	32 97	23 70	32 97	30 91	33 100	0 0	0 0	0 0	0 0	1 3	19 58	13 39	0 0
103	CHARLES C BALL EL	98	NUM PCT	95 97	38 39	76 78	61 62	73 74	84 86	98 100	0 0	0 0	0 0	0 0	11 11	31 32	56 57	0 0
104	DAVID BARKLEY EL	36	NUM PCT	35 97	23 64	34 94	24 67	29 81	32 89	36 100	0 0	0 0	0 0	0 0	1 3	19 53	16 44	0 0
105	BASKIN EL	40	NUM PCT	40 100	28 70	39 98	36 90	38 95	40 100	40 100	0 0	0 0	0 0	1 3	20 50	16 40	3 8	0 0
106	BEACON HILL EL	63	NUM PCT	62 98	37 59	59 94	46 73	55 87	59 94	63 100	0 0	0 0	0 0	0 0	13 21	32 51	18 29	0 0
107	BONHAM EL	38	NUM PCT	36 95	29 76	35 92	28 74	33 87	36 95	37 97	0 0	0 0	1 3	0 0	11 29	23 61	2 5	2 5
108	JAMES BOWIE EL	49	NUM PCT	48 98	31 63	43 88	37 76	41 84	45 92	49 100	0 0	0 0	0 0	0 0	4 8	30 61	14 29	1 2
110	J T BRACKENRIDGE EL	131	NUM PCT	126 96	68 52	111 85	92 70	102 78	114 87	131 100	0 0	0 0	0 0	0 0	16 12	53 40	62 47	0 0
111	BREWER EL	66	NUM PCT	65 98	40 61	61 92	56 85	56 85	61 92	66 100	0 0	0 0	0 0	1 2	12 18	33 50	19 29	1 2
112	BRISCOE EL	65	NUM PCT	60 92	40 62	51 78	42 65	48 74	56 86	65 100	0 0	0 0	0 0	0 0	1 2	26 40	36 55	2 3
113	DAVID G BURNET EL	63	NUM PCT	61 97	37 59	53 84	42 67	54 86	58 92	63 100	0 0	0 0	0 0	1 2	9 14	43 68	10 16	0 0

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

				WRITING STUDENTS DEMONSTRATING MASTERY						WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL								
										HANDWRITING				ORGANIZATION OF IDEAS APPROPRIATE RESPONSE				
CAMPUS		NO OF STUDENTS TESTED		1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6. COMMONLY USED FORMS	A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	RAW SCORE OF 4	RAW SCORE OF 3	RAW SCORE OF 2	RAW SCORE OF 1	RAW SCORE OF 0
				1.	2.	3.	4.	5.	6.	A	B	C	D	4	3	2	1	0
114	CAMERON EL	20	NUM	20	8	18	13	15	18	20	0	0	0	0	1	1	18	0
			PCT	100	40	90	65	75	90	100	0	0	0	0	5	5	90	0
115	CARVAJAL EL	63	NUM	60	36	56	38	41	51	60	1	0	2	0	4	41	16	2
			PCT	95	57	89	60	65	81	95	2	0	3	0	6	65	25	3
116	COLLINS GARDEN EL	88	NUM	83	55	77	61	73	80	88	0	0	0	0	20	41	27	0
			PCT	94	63	88	69	83	91	100	0	0	0	0	23	47	31	0
117	AGNES COTTON EL	82	NUM	80	43	71	51	65	72	82	0	0	0	0	12	28	41	1
			PCT	98	52	87	62	79	88	100	0	0	0	0	15	34	50	1
118	DAVID CROCKETT EL	120	NUM	114	58	102	75	101	103	118	2	0	0	0	19	56	41	4
			PCT	95	48	85	63	84	86	98	2	0	0	0	16	47	34	3
119	DOUGLASS EL	88	NUM	83	55	76	61	71	77	86	0	0	2	0	14	36	36	2
			PCT	94	63	86	69	81	88	98	0	0	2	0	16	41	41	2
121	DE ZAVALA EL	64	NUM	62	35	59	49	52	62	64	0	0	0	0	4	37	23	0
			PCT	97	55	92	77	81	97	100	0	0	0	0	6	58	36	0
123	FENWICK EL	69	NUM	66	41	67	54	60	67	69	0	0	0	0	15	41	13	0
			PCT	96	59	97	78	87	97	100	0	0	0	0	22	59	19	0
124	MURIEL FORBES EL	41	NUM	41	23	33	29	37	39	41	0	0	0	3	5	24	9	0
			PCT	100	56	80	71	90	95	100	0	0	0	7	12	59	22	0
125	FOSTER EL	63	NUM	63	50	60	45	57	63	63	0	0	0	2	28	32	1	0
			PCT	100	79	95	71	90	100	100	0	0	0	3	44	51	2	0
126	FRANKLIN EL	86	NUM	84	50	76	62	68	74	85	1	0	0	2	13	35	34	2
			PCT	98	58	88	72	79	86	99	1	0	0	2	15	41	40	2
127	GATES EL	77	NUM	76	49	76	53	73	75	73	3	0	1	0	11	32	33	1
			PCT	99	64	99	69	95	97	95	4	0	1	0	14	42	43	1

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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CAMPUS		NO OF STUDENTS TESTED		WRITING STUDENTS DEMONSTRATING MASTERY						WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL								
										HANDWRITING				ORGANIZATION OF IDEAS APPROPRIATE RESPONSE				
				1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6. COMMONLY USED FORMS	A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	RAH SCORE OF 4	RAH SCORE OF 3	RAH SCORE OF 2	RAH SCORE OF 1	RAH SCORE OF 0
				1.	2.	3.	4.	5.	6.	A	B	C	D	4	3	2	1	0
129	CHARLES GRAEBNER EL	97	NUM	96	61	92	74	91	95	97	0	0	0	2	24	51	20	0
			PCT	99	63	95	76	94	98	100	0	0	0	2	25	53	21	0
131	ROBERT B GREEN EL	33	NUM	33	17	29	25	31	32	33	0	0	0	0	4	16	13	0
			PCT	100	52	88	76	94	97	100	0	0	0	0	12	48	39	0
134	HIGHLAND HILLS EL	93	NUM	91	68	90	70	80	89	92	1	0	0	1	6	65	21	0
			PCT	98	73	97	75	86	96	99	1	0	0	1	6	70	23	0
135	HIGHLAND PARK EL	116	NUM	111	66	105	69	93	107	116	0	0	0	0	18	60	38	0
			PCT	96	57	91	59	80	92	100	0	0	0	0	16	52	33	0
136	HILLCREST EL	84	NUM	83	59	77	62	73	80	83	1	0	0	0	16	55	13	0
			PCT	99	70	92	74	87	95	99	1	0	0	0	19	65	15	0
137	HIRSCH EL	65	NUM	65	41	56	45	59	60	63	0	1	1	0	9	23	32	1
			PCT	100	63	86	69	91	92	97	0	2	2	0	14	35	49	2
139	HUPPERTZ EL	76	NUM	76	52	72	56	71	73	76	0	0	0	2	12	50	12	0
			PCT	100	68	95	74	93	96	100	0	0	0	3	16	66	16	0
140	RODRIGUEZ EL	61	NUM	59	29	55	37	45	51	61	0	0	0	0	15	28	18	0
			PCT	97	48	90	61	74	84	100	0	0	0	0	25	46	30	0
142	FRANK JOHNSON EL	26	NUM	25	12	22	17	23	23	26	0	0	0	0	2	18	6	0
			PCT	96	46	85	65	88	88	100	0	0	0	0	8	69	23	0
143	GEORGE E KELLY EL	45	NUM	44	28	42	30	36	43	45	0	0	0	0	5	21	19	0
			PCT	98	62	93	67	80	96	100	0	0	0	0	11	47	42	0
144	SARAH S KING EL	63	NUM	62	37	56	46	54	58	63	0	0	0	0	5	34	24	0
			PCT	98	59	89	73	86	92	100	0	0	0	0	8	54	38	0
145	H J KNOX EL	30	NUM	27	8	26	20	19	26	30	0	0	0	0	5	15	10	0
			PCT	90	27	87	67	63	87	100	0	0	0	0	17	50	33	0

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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				WRITING STUDENTS DEMONSTRATING MASTERY						WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL								
										HANDWRITING				ORGANIZATION OF IDEAS APPROPRIATE RESPONSE				
				1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6. COMMONLY USED FORMS	A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	RAW SCORE OF 4	RAW SCORE OF 3	RAW SCORE OF 2	RAW SCORE OF 1	RAW SCORE OF 0
CAMPUS		NO OF STUDENTS TESTED		1.	2.	3.	4.	5.	6.	A	B	C	D	4	3	2	1	0
146	LAMAR EL	34	NUM	30	16	32	18	26	29	32	0	0	2	0	6	19	7	2
			PCT	88	47	94	53	76	85	94	0	0	6	0	18	56	21	6
147	BOWDEN EL	79	NUM	78	45	72	54	67	74	79	0	0	0	0	11	45	23	0
			PCT	99	57	91	68	85	94	100	0	0	0	0	14	57	29	0
148	MADISON EL	60	NUM	60	39	52	44	51	52	60	0	0	0	0	11	27	22	0
			PCT	100	65	87	73	85	87	100	0	0	0	0	18	45	37	0
149	MARGIL EL	81	NUM	76	49	71	62	66	74	81	0	0	0	2	12	41	26	0
			PCT	94	60	88	77	81	91	100	0	0	0	2	15	51	32	0
150	MAVERICK EL	42	NUM	42	27	42	33	36	40	42	0	0	0	0	5	26	11	0
			PCT	100	64	100	79	86	95	100	0	0	0	0	12	62	26	0
153	DORIS MILLER EL	56	NUM	56	25	49	25	40	48	56	0	0	0	0	7	32	17	0
			PCT	100	45	88	45	71	86	100	0	0	0	0	13	57	30	0
155	NEAL EL	54	NUM	54	45	54	49	53	52	54	0	0	0	1	19	22	12	0
			PCT	100	83	100	91	98	96	100	0	0	0	2	35	41	22	0
156	NELSON EL	53	NUM	52	26	46	35	40	49	53	0	0	0	0	9	28	16	0
			PCT	98	49	87	66	75	92	100	0	0	0	0	17	53	30	0
157	OGDEN EL	83	NUM	82	51	78	62	75	81	83	0	0	0	0	3	40	39	1
			PCT	99	61	94	75	90	98	100	0	0	0	0	4	48	47	1
158	PERSHING EL	51	NUM	51	34	50	40	48	48	50	0	0	1	0	11	26	13	1
			PCT	100	67	98	78	94	94	98	0	0	2	0	22	51	25	2
159	PFEIFFER EL	25	NUM	25	11	22	16	16	20	25	0	0	0	0	0	10	15	0
			PCT	100	44	88	64	64	80	100	0	0	0	0	0	40	60	0
160	RIVERSIDE PARK EL	77	NUM	74	44	68	61	72	74	77	0	0	0	0	7	42	25	3
			PCT	96	57	88	79	94	96	100	0	0	0	0	9	55	32	4

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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				WRITING STUDENTS DEMONSTRATING MASTERY						WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL HANDWRITING				ORGANIZATION OF IDEAS APPROPRIATE RESPONSE				
				1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6. COMMONLY USED FORMS	A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	RAW SCORE OF 4	RAW SCORE OF 3	RAW SCORE OF 2	RAW SCORE OF 1	RAW SCORE OF 0
CAMPUS		NO OF STUDENTS TESTED		1.	2.	3.	4.	5.	6.	A	B	C	D	4	3	2	1	0
161	ROGERS EL	74	NUM	74	62	70	67	70	72	74	0	0	0	3	27	37	7	0
			PCT	100	84	95	91	95	97	100	0	0	0	4	36	50	9	0
162	RUIZ EL	34	NUM	34	16	27	19	26	28	34	0	0	0	0	6	15	13	0
			PCT	100	47	79	56	76	82	100	0	0	0	0	18	44	38	0
164	SCHENCK EL	63	NUM	63	47	62	54	61	63	63	0	0	0	1	13	38	11	0
			PCT	100	75	98	86	97	100	100	0	0	0	2	21	60	17	0
165	SMITH EL	88	NUM	88	51	78	59	78	82	87	0	0	1	1	11	45	30	1
			PCT	100	58	89	67	89	93	99	0	0	1	1	13	51	34	1
167	STEELE EL	80	NUM	80	63	77	70	74	77	80	0	0	0	0	18	48	13	1
			PCT	100	79	96	88	93	96	100	0	0	0	0	23	60	16	1
168	P F STEWART EL	75	NUM	74	43	66	47	63	70	75	0	0	0	0	13	50	12	0
			PCT	99	57	88	63	84	93	100	0	0	0	0	17	67	16	0
169	STORM EL	96	NUM	92	56	76	59	69	80	96	0	0	0	0	18	52	26	0
			PCT	96	58	79	61	72	83	100	0	0	0	0	19	54	27	0
170	WM B TRAVIS EL	68	NUM	59	40	58	44	51	57	67	1	0	0	0	2	39	26	1
			PCT	87	59	85	65	75	84	99	1	0	0	0	3	57	38	1
171	TYNAN EL	36	NUM	36	22	33	28	32	34	32	4	0	0	0	3	19	14	0
			PCT	100	61	92	78	89	94	89	11	0	0	0	8	53	39	0
172	WASHINGTON EL	60	NUM	59	31	58	40	51	57	60	0	0	0	0	12	34	14	0
			PCT	98	52	97	67	85	95	100	0	0	0	0	20	57	23	0
173	W W WHITE EL	71	NUM	70	50	68	47	64	71	71	0	0	0	0	9	34	28	0
			PCT	99	70	96	66	90	100	100	0	0	0	0	13	48	39	0
174	WILSON EL	42	NUM	42	35	41	36	41	42	42	0	0	0	0	3	23	16	0
			PCT	100	83	98	86	98	100	100	0	0	0	0	7	55	38	0

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 05

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			WRITING STUDENTS DEMONSTRATING MASTERY						WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL								
									HANDWRITING				ORGANIZATION OF IDEAS APPROPRIATE RESPONSE				
CAMPUS	NO OF STUDENTS TESTED		1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6. COMMONLY USED FORMS	A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	4 RAW SCORE OF 4	3 RAW SCORE OF 3	2 RAW SCORE OF 2	1 RAW SCORE OF 1	0 RAW SCORE OF 0
175 WOODLAWN EL	82	NUM	82	55	75	64	74	78	82	0	0	0	0	23	44	15	0
		PCT	100	67	91	78	90	95	100	0	0	0	0	28	54	18	0
176 WOODLAWN HILLS EL	51	NUM	50	35	45	42	46	46	51	0	0	0	1	13	26	11	0
		PCT	98	69	88	82	90	90	100	0	0	0	2	25	51	22	0
179 HAWTHORNE EL	74	NUM	72	51	68	59	69	67	74	0	0	0	0	6	41	27	0
		PCT	97	69	92	80	93	91	100	0	0	0	0	8	55	36	0
DISTRICT TOTALS	4052	NUM	3951	2460	3653	2890	3439	3729	4026	14	1	11	24	651	2084	1264	29
		PCT	98	61	90	71	85	92	99	0	0	0	1	16	51	31	1

High School Scores

Grade 9

1985

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS
STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 09 - EXIT LEVEL

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CAMPUS	NO OF STUDENTS TESTED		1. ADD/SUBTRACT WHOLE NUMBERS	2. MULTIPLY/DIVIDE WHOLE NUMBERS	3. SOLVE PROBLEMS: +, -, X, ÷	4. USE FRACTIONS/MIXED NOS: +, -, X	5. USE DECIMALS: +, -, X, ÷	6. SOLVE PERSONAL FINANCE PROBLEMS	7. FIND $ AMOUNT/CORRECT CHANGE	8. USE MEASUREMENT UNITS	9. USE RATIO/PROPORTION/PERCENT	10. DETERMINE DIST/LOCATION ON MAPS	11. READ, INTERPRET CHARTS/GRAPHS	STUDENTS MASTERING MATH TEST %
001 WHEATLEY H S	559	NUM	520	473	298	295	413	189	469	357	178	452	509	69
		PCT	93	85	53	53	74	34	84	64	32	81	91	
002 BURBANK H S	447	NUM	427	388	266	213	311	167	388	314	172	374	424	69
		PCT	96	87	60	48	70	37	87	70	38	84	95	
003 EDISON H S	482	NUM	461	435	300	271	349	187	414	358	206	413	455	72
		PCT	96	90	62	56	72	39	86	74	43	86	94	
004 FOX TECHNICAL H S	572	NUM	544	500	341	236	419	175	487	396	181	461	518	65
		PCT	95	87	60	41	73	31	85	69	32	81	91	
005 HIGHLANDS H S	684	NUM	648	624	434	343	484	246	608	498	235	571	650	70
		PCT	95	91	63	50	71	36	89	73	34	83	95	
006 HOUSTON H S	376	NUM	344	321	205	186	244	145	315	242	126	287	332	63
		PCT	91	85	55	49	65	39	84	64	34	76	88	
007 JEFFERSON H S	602	NUM	579	553	425	433	463	287	537	459	237	509	568	80
		PCT	96	92	71	72	77	48	89	76	39	85	94	
008 LANIER H S	525	NUM	496	451	240	211	331	131	443	318	130	413	446	58
		PCT	94	86	46	40	63	25	84	61	25	79	85	
009 MILAM ACHIEVEMENT CENTER	29	NUM	24	18	8	1	9	4	23	15	3	21	24	24
		PCT	83	62	28	3	31	14	79	52	10	72	83	
DISTRICT TOTALS	4276	NUM	4043	3763	2517	2189	3023	1531	3684	2957	1468	3501	3926	
		PCT	95	88	59	51	71	36	86	69	34	82	92	68

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

READING

STUDENTS DEMONSTRATING MASTERY

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 09 - EXIT LEVEL

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CAMPUS		NO OF STUDENTS TESTED		1. IDENTIFY MAIN IDEA	2. SEQUENCE EVENTS	3. PERCEIVE CAUSE-EFFECT	4. EVALUATE INFORMATION	5. DISTINGUISH FACT, NON-FACT	6. DRAW CONCLUSIONS	7. MAKE GENERALIZATIONS	8. FOLLOW WRITTEN DIRECTIONS	9. USE PARTS OF BOOK	10. USE REFERENCE SKILLS	11. USE MAPS, CHARTS					STUDENTS MASTERING READING TEST %
001	WHEATLEY H S	546	NUM	273	263	343	267	276	298	290	510	303	394	397					56
			PCT	50	48	63	49	51	55	53	93	55	72	73					
002	BURBANK H S	432	NUM	267	271	276	259	266	273	245	412	268	347	334					68
			PCT	62	63	64	60	62	63	57	95	62	80	77					
003	EDISON H S	485	NUM	297	291	319	285	300	315	319	464	306	390	401					67
			PCT	61	60	66	59	62	65	66	96	63	80	83					
004	FOX TECHNICAL H S	563	NUM	291	305	363	282	326	326	320	517	298	416	417					58
			PCT	52	54	64	50	58	58	57	92	53	74	74					
005	HIGHLANDS H S	662	NUM	[illegible]	393	400	371	415	414	394	626	414	516	543					64
			PCT	[illegible]	59	60	56	63	63	60	95	63	78	82					
006	HOUSTON H S	377	NUM	199	185	233	179	206	185	199	344	246	265	255					59
			PCT	53	49	62	47	55	49	53	91	65	70	68					
007	JEFFERSON H S	602	NUM	415	383	445	395	403	413	393	573	412	468	475					73
			PCT	69	64	74	66	67	69	65	95	68	78	79					
008	LANIER H S	522	NUM	226	231	289	226	230	252	272	464	255	349	340					47
			PCT	43	44	55	43	44	48	52	89	49	67	65					
009	MILAM ACHIEVEMENT CENTER	27	NUM	6	4	12	6	8	10	8	23	9	10	13					15
			PCT	22	15	44	22	30	37	30	85	33	37	48					
DISTRICT TOTALS		4216	NUM	2366	2326	2680	2270	2430	2486	2440	3933	2511	3155	3175					
			PCT	56	55	64	54	58	59	58	93	60	75	75					61

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TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

DISTRICT: 015-907 SAN ANTONIO ISD

REPORT DATE: MAY 1985

DATE OF TESTING: FEBRUARY 1985

GRADE: 09 - EXIT LEVEL

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CAMPUS		NO OF STUDENTS TESTED		WRITING: STUDENTS DEMONSTRATING MASTERY						WRITTEN COMPOSITION: STUDENTS PERFORMING AT EACH LEVEL: HANDWRITING				ORGANIZATION OF IDEAS APPROPRIATE RESPONSE					STUDENTS MASTERING WRITING TEST
				1. SPELLING	2. PUNCTUATION	3. CAPITALIZATION	4. CORRECT ENGLISH USAGE	5. SENTENCE STRUCTURE	6. COMMONLY USED FORMS	A ACCEPTABLE	B HARD TO READ	C ILLEGIBLE	D NOT RATABLE	4 RAW SCORE OF 4	3 RAW SCORE OF 3	2 RAW SCORE OF 2	1 RAW SCORE OF 1	0 RAW SCORE OF 0	%
001	WHEATLEY H S	555	NUM	451	396	481	284	415	475	538	1	1	15	6	47	304	177	21	62
			PCT	81	71	87	51	75	86	97	0	0	3	1	8	55	32	4	
002	BURBANK H S	425	NUM	368	329	377	259	352	370	412	13	0	0	4	44	215	158	4	62
			PCT	87	77	89	61	83	87	97	3	0	0	1	10	51	37	1	
003	EDISON H S	476	NUM	418	336	433	289	385	423	466	3	0	7	5	37	204	220	10	51
			PCT	88	71	91	61	81	89	98	1	0	1	1	8	43	46	2	
004	FOX TECHNICAL H S	532	NUM	441	356	453	248	402	445	509	8	0	15	1	16	198	285	32	40
			PCT	83	67	85	47	76	84	96	2	0	3	0	3	37	54	6	
005	HIGHLANDS H S	641	NUM	573	465	575	387	509	557	634	3	0	4	5	37	233	350	16	41
			PCT	89	73	90	60	79	87	99	0	0	1	1	6	36	55	2	
006	HOUSTON H S	376	NUM	316	268	329	231	281	312	350	4	0	22	0	21	140	183	32	42
			PCT	84	71	88	61	75	83	93	1	0	6	0	6	37	49	9	
007	JEFFERSON H S	615	NUM	559	486	571	422	518	554	605	8	1	1	24	116	337	135	3	77
			PCT	91	79	93	69	84	90	98	1	0	0	4	19	55	22	0	
008	LANIER H S	523	NUM	411	339	444	213	373	423	486	1	0	36	1	7	126	334	55	25
			PCT	79	65	85	41	71	81	93	0	0	7	0	1	24	64	11	
009	MILAM ACHIEVEMENT CENTER	29	NUM	17	14	13	10	12	19	23	0	0	6	0	0	1	22	6	3
			PCT	59	48	45	34	41	66	79	0	0	21	0	0	3	76	21	
DISTRICT TOTALS		4172	NUM	3554	2989	3676	2343	3247	3578	4023	41	2	106	46	325	1758	1864	179	
			PCT	85	72	88	56	78	86	96	1	0	3	1	8	42	45	4	50

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Appendix F
Texas Assessment of Basic Skills
Scores by Ethnic Group
1982-1985

Third Grade TABS Results
For Black Students

Basic Skills Area	Objectives	Percent Mastery 1982	1983	1984	1985
MATHEMATICS	1. Read and Write Whole Numbers	81	86	84	89
	2. Order Whole Numbers	52	62	74	67
	3. Add Whole Numbers	80	82	82	86
	4. Subtract Whole Numbers	66	69	74	71
	5. Solve Word Problems: +, -	80	83	81	83
	6. Complete Number Patterns	72	75	79	79
	7. Multiply Whole Numbers	88	92	93	93
	8. Identify Fractional Parts	83	89	91	93
	9. Identify Values of Money	86	86	91	90
	10. Select Units of Measure	45	56	66	52
READING	1. Identify the Main Idea	55	57	68	55
	2. Recall Facts and Details	78	77	79	82
	3. Sequence Events	66	65	69	66
	4. Follow Written Directions	94	97	96	98
	5. Recognize Words Through Phonic Analysis	88	89	91	90
	6. Use Context Clues	82	84	85	85
	7. Understand Word Structures	76	79	80	80
	8. Recognize Words by Sight	90	90	92	92
WRITING	1. Spelling	96	95	94	98
	2. Punctuation	63	59	73	77
	3. Capitalization	83	84	90	90
	4. Correct English Usage	73	82	91	77
	5. Sentence Structure	69	66	75	76
	Writing Sample Raw Score 4 or 3	27	10	5	1
	Raw Score 2	40	83	50	42
	Raw Score 1 or 0	33	7	45	57

Fifth Grade TABS Results
For Black Students

Basic Skills Area	Objectives	Percent Mastery 1982	1983	1984	1985
MATHEMATICS	1. Geometric Terms, Figures	64	83	80	76
	2. Interpret Place Value	51	66	65	67
	3. Add Whole Numbers	86	93	91	88
	4. Subtract Whole Numbers	76	80	77	76
	5. Multiply Whole Numbers	78	83	85	85
	6. Divide Whole Numbers	70	78	74	76
	7. Solve Word Problems: +, -	77	79	73	82
	8. Solve Word Problems: x, /	46	50	54	44
	9. Units of Measure	87	83	83	89
	10. Interpret Graphs	87	95	96	93
	11. Identify Equivalent Fractions	[illegible]3	56	58	53
	12. Order Whole Numbers	79	81	81	87
READING	1. Identify the Main Idea	54	61	62	58
	2. Recall Facts and Details	69	74	74	75
	3. Sequence Events	71	72	71	78
	4. Distinguish Fact and Non-Fact	55	61	64	71
	5. Draw Conclusions	53	75	75	56
	6. Predict Outcomes	53	59	63	57
	7. Use Context Clues	93	95	96	95
	8. Use an Index	84	86	84	86
	9. Use Maps and Charts	78	79	83	83
	10. Follow Written Directions	80	84	87	86
	11. Identify Character Feelings	77	84	84	76
WRITING	1. Spelling	97	97	99	99
	2. Punctuation	54	67	72	63
	3. Capitalization	83	88	90	91
	4. Correct English Usage	57	62	67	65
	5. Sentence Structure	79	82	83	84
	6. Commonly Used Forms	87	89	91	93
	Writing Sample Raw Score 4 or 3	10	50	9	15
	Raw Score 2	53	48	51	50
	Raw Score 1 or 0	37	2	40	35

Ninth Grade TABS Results
For Black Students

Basic Skills Area	Objectives	Percent Mastery			
		1982	1983	1984	1985
MATHEMATICS	1. Add and Subtract Whole Numbers	93	94	93	93
	2. Multiply and Divide Whole Numbers	84	78	83	85
	3. Solve Word Problems: +, -, x, /	47	44	56	54
	4. Use Frac./Mixed Nos: +, -, x	43	40	43	46
	5. Use Decimals: +, -, x	63	62	70	63
	6. Solve Personal Finance Problems	31	29	24	32
	7. Solve Word Problems Using Money	82	79	77	80
	8. Use Measurements Units	56	54	56	63
	9. Use Ratio/Proportion and Percent	26	33	35	29
	10. Determine Distance/Location on Maps	70	68	91	75
	11. Read and Interpret Charts/Graphs	87	84	83	90
	Percent Mastering the Math Test	55	51	58	62
READING	1. Identify the Main Idea	51	59	66	53
	2. Sequence Events	62	66	82	53
	3. Perceive Cause and Effect	56	60	68	60
	4. Evaluate Information	51	51	63	49
	5. Distinguish Fact and Non-Fact	47	53	73	58
	6. Draw Conclusions	61	61	67	52
	7. Make Generalization	49	58	70	54
	8. Follow Written Directions	88	84	90	92
	9. Use The Parts of A Book	47	50	67	61
	10. Use Reference Skills	72	77	77	72
	11. Use Maps and Charts	61	72	78	72
	Percent Mastering the Reading Test	51	59	72	56
WRITING	1. Spelling	77	79	86	87
	2. Punctuation	56	55	68	69
	3. Capitalization	78	82	92	88
	4. Correct English Usage	43	43	46	55
	5. Sentence Structure	67	70	86	77
	6. Commonly Used Forms	79	81	77	83
	Writing Sample Raw Score 4 or 3	9	17	5	7
	Raw Score 2	61	73	44	37
	Raw Score 1 or 0	30	10	51	56
	Percent Mastering the Writing Test	62	78	47	43

Third Grade TABS Results
For Hispanic Students

Basic Skills Area	Objectives	Percent Mastery 1982	1983	1984	1985
MATHEMATICS	1. Read and Write Whole Numbers	81	82	81	87
	2. Order Whole Numbers	52	63	73	63
	3. Add Whole Numbers	87	88	89	89
	4. Subtract Whole Numbers	70	72	77	75
	5. Solve Word Problems: +, -	84	85	86	84
	6. Complete Number Patterns	82	79	86	85
	7. Multiply Whole Numbers	92	92	92	92
	8. Identify Fractional Parts	86	86	90	90
	9. Identify Values of Money	91	90	91	92
	10. Select Units of Measure	44	53	63	56
READING	1. Identify the Main Idea	54	54	66	56
	2. Recall Facts and Details	74	72	78	77
	3. Sequence Events	57	60	67	60
	4. Follow Written Directions	94	93	95	96
	5. Recognize Words Through Phonic Analysis	88	89	91	90
	6. Use Context Clues	77	80	83	77
	7. Understand Word Structures	71	74	76	74
	8. Recognize Words by Sight	86	86	89	89
WRITING	1. Spelling	93	92	92	96
	2. Punctuation	58	57	66	70
	3. Capitalization	84	84	87	87
	4. Correct English Usage	73	84	88	77
	5. Sentence Structure	65	67	73	72
	Writing Sample Raw Score 4 or 3	21	12	3	2
	Raw Score 2	40	81	56	40
	Raw Score 1 or 0	39	7	41	58

Fifth Grade TABS Results
For Hispanic Students

Basic Skills Area	Objectives	Percent Mastery			
		1982	1983	1984	1985
MATHEMATICS	1. Geometric Terms, Figures	71	76	84	76
	2. Interpret Place Value	59	62	67	66
	3. Add Whole Numbers	93	96	94	90
	4. Subtract Whole Numbers	82	85	85	80
	5. Multiply Whole Numbers	81	82	89	82
	6. Divide Whole Numbers	73	77	81	78
	7. Solve Word Problems: +, -	82	80	82	82
	8. Solve Word Problems: x, /	51	55	61	50
	9. Units of Measure	88	83	86	87
	10. Interpret Graphs	86	95	95	89
	11. Identify Equivalent Fractions	57	60	68	51
	12. Order Whole Numbers	80	81	84	87
READING	1. Identify the Main Idea	52	61	62	54
	2. Recall Facts and Details	70	72	74	70
	3. Sequence Events	67	73	74	67
	4. Distinguish Fact and Non-Fact	51	53	63	65
	5. Draw Conclusions	55	69	76	56
	6. Predict Outcomes	59	62	66	57
	7. Use Context Clues	90	92	93	91
	8. Use an Index	85	87	84	88
	9. Use Maps and Charts	83	84	88	87
	10. Follow Written Directions	83	85	86	86
	11. Identify Character Feelings	74	82	82	73
WRITING	1. Spelling	96	96	98	97
	2. Punctuation	55	62	72	60
	3. Capitalization	85	87	91	90
	4. Correct English Usage	66	64	71	72
	5. Sentence Structure	80	84	85	85
	6. Commonly Used Forms	90	90	92	92
	Writing Sample Raw Score 4 or 3	13	49	11	16
	Raw Score 2	52	47	54	52
	Raw Score 1 or 0	35	4	35	32

Ninth Grade TABS Results
For Hispanic Students

Basic Skills Area	Objectives	Percent Mastery 1982	1983	1984	1985
MATHEMATICS	1. Add and Subtract Whole Numbers	95	94	95	95
	2. Multiply and Divide Whole Numbers	85	85	86	89
	3. Solve Word Problems: +, -, x, /	52	55	61	58
	4. Use Frac./Mixed Nos: +, -, x	44	47	49	51
	5. Use Decimals: +, -, x	69	71	75	72
	6. Solve Personal Finance Problems	34	34	33	35
	7. Solve Word Problems Using Money	87	82	83	87
	8. Use Measurements Units	65	66	67	69
	9. Use Ratio/Proportion and Percent	31	45	45	34
	10. Determine Distance/Location on Maps	82	80	94	83
	11. Read and Interpret Charts/Graphs	87	87	89	92
	Percent Mastering the Math Test	63	66	70	68
READING	1. Identify the Main Idea	53	62	67	55
	2. Sequence Events	61	69	83	55
	3. Perceive Cause and Effect	61	67	70	63
	4. Evaluate Information	55	58	65	53
	5. Distinguish Fact and Non-Fact	42	56	69	56
	6. Draw Conclusions	62	65	67	59
	7. Make Generalization	54	55	71	58
	8. Follow Written Directions	89	87	91	94
	9. Use The Parts of A Book	50	54	70	58
	10. Use Reference Skills	78	83	82	74
	11. Use Maps and Charts	65	78	82	75
	Percent Mastering the Reading Test	55	65	73	60
WRITING	1. Spelling	80	79	83	84
	2. Punctuation	63	64	67	72
	3. Capitalization	83	85	91	88
	4. Correct English Usage	47	51	51	55
	5. Sentence Structure	76	73	89	77
	6. Commonly Used Forms	83	87	77	86
	Writing Sample Raw Score 4 or 3	7	15	4	9
	Raw Score 2	61	75	51	42
	Raw Score 1 or 0	33	10	45	49
	Percent Mastering the Writing Test	63	80	53	50

Third Grade TABS Results
For White Students

Basic Skills Area	Objectives	Percent Mastery			
		1982	1983	1984	1985
MATHEMATICS	1. Read and Write Whole Numbers	93	92	91	92
	2. Order Whole Numbers	71	79	85	76
	3. Add Whole Numbers	93	93	93	90
	4. Subtract Whole Numbers	78	79	80	78
	5. Solve Word Problems: +, -	91	90	91	87
	6. Complete Number Patterns	86	87	92	87
	7. Multiply Whole Numbers	94	95	97	96
	8. Identify Fractional Parts	91	92	92	94
	9. Identify Values of Money	96	92	93	92
	10. Select Units of Measure	68	70	79	75
READING	1. Identify the Main Idea	71	74	81	73
	2. Recall Facts and Details	87	86	92	84
	3. Sequence Events	73	77	84	75
	4. Follow Written Directions	99	97	97	100
	5. Recognize Words Through Phonic Analysis	95	95	97	94
	6. Use Context Clues	90	91	93	86
	7. Understand Word Structures	87	89	91	82
	8. Recognize Words by Sight	97	96	98	97
WRITING	1. Spelling	97	97	97	98
	2. Punctuation	76	69	79	85
	3. Capitalization	92	93	94	90
	4. Correct English Usage	86	95	96	87
	5. Sentence Structure	77	84	85	83
	Writing Sample Raw Score 4 or 3	34	18	5	4
	Raw Score 2	37	78	61	46
	Raw Score 1 or 0	29	3	34	50

Fifth Grade TABS Results
For White Students

Basic Skills Area		Objectives	Percent Mastery 1982	1983	1984	1985
M	1.	Geometric Terms, Figures	81	90	90	84
A	2.	Interpret Place Value	70	76	77	76
T	3.	Add Whole Numbers	90	97	95	91
H	4.	Subtract Whole Numbers	88	91	90	84
E	5.	Multiply Whole Numbers	85	88	90	83
M	6.	Divide Whole Numbers	78	85	84	82
A	7.	Solve Word Problems: +, -	88	87	87	89
T	8.	Solve Word Problems: x, /	70	72	75	67
I	9.	Units of Measure	96	95	94	94
C	10.	Interpret Graphs	95	99	98	96
S	11.	Identify Equivalent Fractions	69	73	79	69
	12.	Order Whole Numbers	90	92	90	93
R	1.	Identify the Main Idea	72	74	76	69
E	2.	Recall Facts and Details	78	85	89	77
A	3.	Sequence Events	81	81	87	83
D	4.	Distinguish Fact and Non-Fact	74	74	80	77
I	5.	Draw Conclusions	70	84	90	72
N	6.	Predict Outcomes	72	78	82	69
G	7.	Use Context Clues	96	98	99	97
	8.	Use an Index	91	93	90	88
	9.	Use Maps and Charts	91	93	93	92
	10.	Follow Written Directions	91	91	94	92
	11.	Identify Character Feelings	85	91	93	84
W	1.	Spelling	98	98	99	98
R	2.	Punctuation	63	72	83	69
I	3.	Capitalization	89	93	97	91
T	4.	Correct English Usage	78	82	85	75
I	5.	Sentence Structure	87	90	93	88
N	6.	Commonly Used Forms	92	96	96	94
G						
	Writing Sample	Raw Score 4 or 3	19	62	20	25
		Raw Score 2	56	36	57	45
		Raw Score 1 or 0	25	2	24	29

Ninth Grade TABS Results
For White Students

Basic Skills Area		Objectives	Percent Mastery			
			1982	1983	1984	1985
MATHEMATICS	1.	Add and Subtract Whole Numbers	96	95	96	95
	2.	Multiply and Divide Whole Numbers	89	88	87	89
	3.	Solve Word Problems: +, -, x, /	69	66	77	71
	4.	Use Frac./Mixed Nos: +, -, x	61	58	60	61
	5.	Use Decimals: +, -, x	74	79	79	76
	6.	Solve Personal Finance Problems	53	47	49	49
	7.	Solve Word Problems Using Money	90	86	85	89
	8.	Use Measurements Units	76	80	81	78
	9.	Use Ratio/Proportion and Percent	46	57	54	46
	10.	Determine Distance/Location on Maps	87	87	94	88
	11.	Read and Interpret Charts/Graphs	93	92	91	95
		Percent Mastering the Math Test	78	78	80	77
READING	1.	Identify the Main Idea	72	75	80	70
	2.	Sequence Events	76	80	89	63
	3.	Perceive Cause and Effect	73	76	82	75
	4.	Evaluate Information	73	73	82	68
	5.	Distinguish Fact and Non-Fact	62	69	83	71
	6.	Draw Conclusions	78	76	81	73
	7.	Make Generalization	66	68	85	66
	8.	Follow Written Directions	93	92	95	94
	9.	Use The Parts of A Book	63	69	80	70
	10.	Use Reference Skills	87	89	87	85
	11.	Use Maps and Charts	79	87	89	85
		Percent Mastering the Reading Test	77	80	87	77
WRITING	1.	Spelling	86	86	90	90
	2.	Punctuation	75	71	77	77
	3.	Capitalization	90	90	92	89
	4.	Correct English Usage	66	68	69	67
	5.	Sentence Structure	84	81	94	84
	6.	Commonly Used Forms	91	94	86	90
	Writing Sample	Raw Score 4 or 3	21	22	9	14
		Raw Score 2	66	73	49	50
		Raw Score 1 or 0	13	6	43	37
	Percent Mastering the Writing Test		84	88	56	62

Appendix G

TABS Scores for Urban Districts

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Mean TABS Scores for Urban Districts

Third Grade

Basic Skills Area		Objectives	1981	1982	1983	1984	1985
MATHEMATICS	1.	Read and Write Whole Numbers	81	83	85	85	89
	2.	Order Whole Numbers	53	55	65	73	65
	3.	Add Whole Numbers	79	86	87	88	89
	4.	Subtract Whole Numbers	63	69	71	75	75
	5.	Solve Word Problems: +, -	78	83	86	86	87
	6.	Complete Number Patterns	77	82	81	87	86
	7.	Multiply Whole Numbers	87	92	93	92	93
	8.	Identify Fractional Parts	76	82	86	87	87
	9.	Identify Values of Money	83	90	91	91	92
	10.	Select Units of Measure	41	53	61	67	62
READING	1.	Identify the Main Idea	55	56	61	72	63
	2.	Recall Facts and Details	65	76	80	84	82
	3.	Sequence Events	68	64	69	73	69
	4.	Follow Written Directions	89	94	95	96	97
	5.	Recognize Words Through Phonic Anal.	87	89	91	92	91
	6.	Use Context Clues	77	80	84	87	83
	7.	Understand Word Structures	60	75	80	83	80
	8.	Recognize Words by Sight	79	88	90	93	92
WRITING	1.	Spelling	91	93	95	95	97
	2.	Punctuation	53	64	64	72	76
	3.	Capitalization	82	87	90	91	89
	4.	Correct English Usage	71	76	86	90	80
	5.	Sentence Structure	65	69	73	76	77
		Writing Sample Raw Score 4, 3 or 2	87	65	92	66	59

Note: These mean scores were obtained by averaging the mastery percents for the following eight districts:

Austin I. S. D.	Fort Worth I. S. D.
Corpus Christi I. S. D.	Houston I. S. D.
Dallas I. S. D.	San Antonio I. S. D.
El Paso I. S. D.	Ysleta I. S. D.

Mean TABS Scores for Urban Districts

Fifth Grade

Basic Skills Area		Objectives	1980	1981	1982	1983	1984	1985
M	1.	Geometric Terms, Figures	45	61	60	68	78	67
A	2.	Interpret Place Value	42	37	53	62	63	61
T	3.	Add Whole Numbers	84	87	89	93	91	89
H	4.	Subtract Whole Numbers	69	75	76	81	81	78
E	5.	Multiply Whole Numbers	63	68	75	79	84	80
M	6.	Divide Whole Numbers	63	68	71	76	78	77
A	7.	Solve Word Problems: +, -	74	83	81	79	80	83
T	8.	Solve Word Problems: x, /	51	54	56	59	63	57
I	9.	Units of Measure	83	86	87	85	87	89
C	10.	Interpret Graphs	78	84	88	95	96	92
S	11.	Identify Equivalent Fractions	44	46	49	65	66	55
	12.	Order Whole Numbers	67	72	79	82	84	87
R	1.	Identify the Main Idea	47	54	52	58	61	56
E	2.	Recall Facts and Details	82	59	69	72	76	71
A	3.	Sequence Events	60	62	67	71	74	70
D	4.	Distinguish Fact and Non-Fact	27	50	54	61	65	67
I	5.	Draw Conclusions	59	48	56	72	78	57
N	6.	Predict Outcomes	47	56	58	62	67	58
G	7.	Use Context Clues	84	87	90	93	94	92
	8.	Use an Index	80	76	85	88	85	88
	9.	Use Maps and Charts	75	68	82	85	87	86
	10.	Follow Written Directions	81	77	79	84	85	86
	11.	Identify Character Feelings	67	69	75	82	82	75
W	1.	Spelling	93	95	96	96	98	97
R	2.	Punctuation	57	59	58	67	73	64
I	3.	Capitalization	84	88	87	90	92	90
T	4.	Correct English Usage	64	64	68	67	72	72
I	5.	Sentence Structure	80	80	80	83	86	84
N	6.	Commonly Used Forms	88	89	88	90	92	90
G								
		Writing Sample Raw Score 4, 3 or 2	92	79	66	95	72	70

Note: These mean scores were obtained by averaging the mastery percents for the following eight districts:

Austin I. S. D.	Fort Worth I. S. D.
Corpus Christi I. S. D.	Houston I. S. D.
Dallas I. S. D.	San Antonio I. S. D.
El Paso I. S. D.	Ysleta I. S. D.

Mean TABS Scores for Urban Districts

Ninth Grade

Basic Skills Area	Objectives	1980	1981	1982	1983	1984	1985
M	1. Add and Subtract Whole Numbers	91	93	94	95	95	95
A	2. Multiply & Divide Whole Numbers	76	85	88	88	88	90
T	3. Solve Problems: +, -, x, /	51	56	59	62	68	68
H	4. Use Frac./Mixed Nos: +, -, x	52	53	58	57	61	65
E	5. Use Decimals: +, -, x, /	70	70	76	76	82	80
M	6. Solve Personal Finance Problems	37	41	43	41	42	47
A	7. Solve Problems Using Money	73	79	86	85	85	88
T	8. Use Measurement Units	63	64	71	73	74	76
I	9. Use Ratio/Proportion & Percent	44	45	40	53	55	46
C	10. Deter. Distance/Location on Map	72	76	82	83	94	85
S	11. Read & Interpret Charts/Graphs	83	92	90	88	89	94
	Percent Mastering the Math Test	62	65	70	72	77	78
R	1. Identify the Main Idea	67	63	61	69	72	64
E	2. Sequence Events	66	62	68	76	85	64
A	3. Perceive Cause and Effect	67	73	68	73	75	72
D	4. Evaluate Information	72	63	66	67	73	67
I	5. Distinguish Fact and Non-fact	51	59	57	66	75	64
N	6. Draw Conclusions	58	64	67	73	75	68
G	7. Make Generalizations	52	53	60	65	78	65
	8. Follow Written Directions	91	88	89	88	91	93
	9. Use The Parts of a Book	55	55	58	60	74	66
	10. Use Reference Skills	80	82	80	85	84	82
	11. Use Maps and Charts	67	62	72	82	85	81
	Percent Mastering the Reading Test	62	63	65	73	80	71
W	1. Spelling	81	85	85	84	86	88
R	2. Punctuation	61	60	72	73	76	79
I	3. Capitalization	71	87	88	90	92	91
T	4. Correct English Usage	58	58	60	63	63	66
I	5. Sentence Structure	77	77	78	81	90	82
N	6. Commonly Used Forms	79	81	85	88	83	88
G							
	Writing Sample Raw Score 4, 3 or 2	51	83	74	91	65	58
	Percent Mastering the Writing Test	50	78	71	85	63	57

Note: These mean scores were obtained by averaging the mastery percents for the following eight districts:

Austin I. S. D.	Fort Worth I. S. D.
Corpus Christi I. S. D.	Houston I. S. D.
Dallas I. S. D.	San Antonio I. S. D.
El Paso I. S. D.	Ysleta I. S. D.

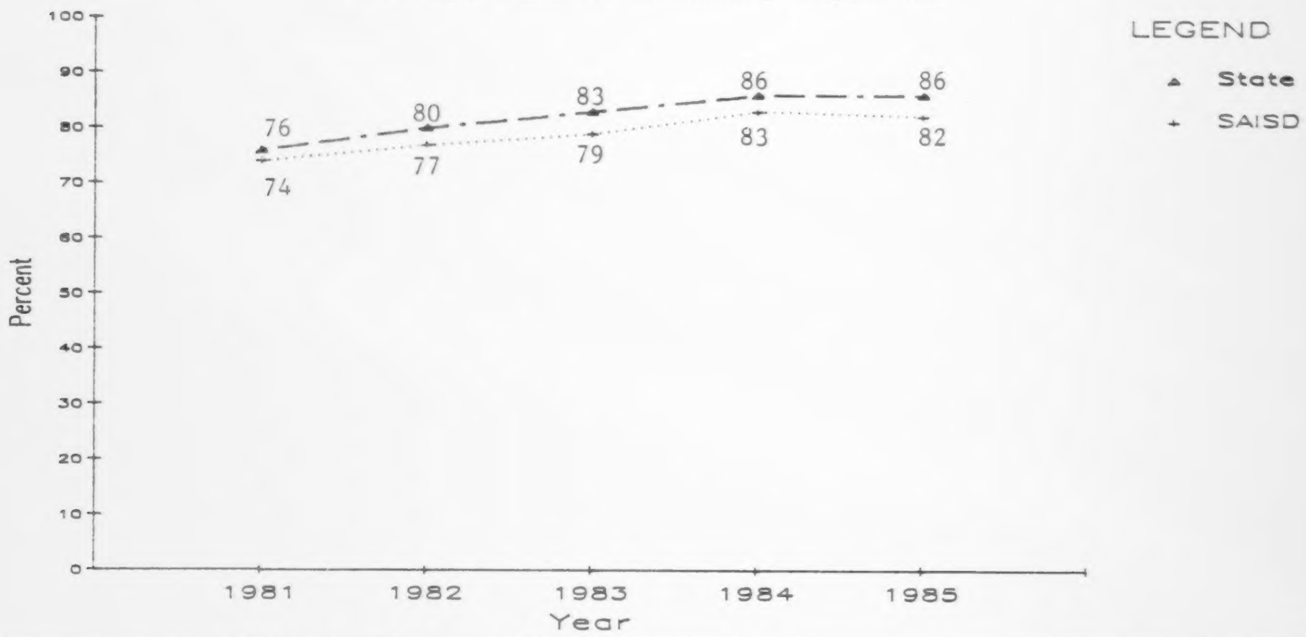
Appendix H

TABS Scores for the State of Texas

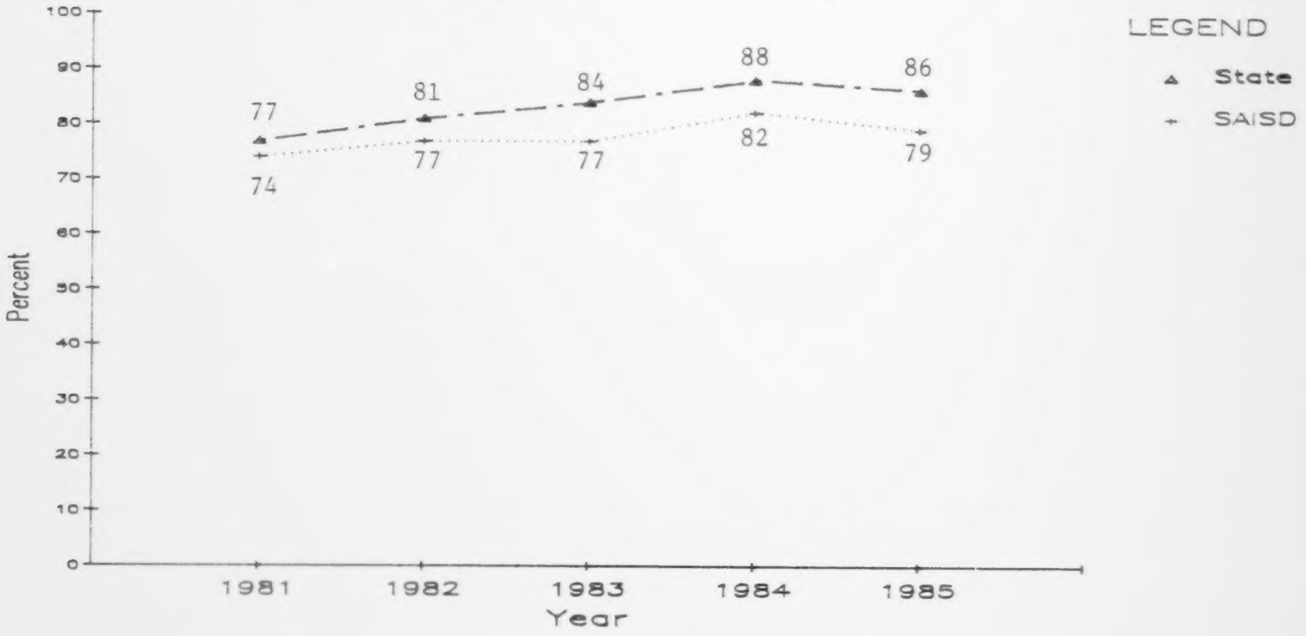
TABS Scores for the State of Texas

Third Grade

Basic Skills Area		Objectives	1981	1982	1983	1984	1985
M	1.	Read and Write Whole Numbers	84	86	88	88	91
A	2.	Order Whole Numbers	61	59	71	79	72
T	3.	Add Whole Numbers	83	88	90	91	92
H	4.	Subtract Whole Numbers	69	73	76	80	79
E	5.	Solve Word Problems: +, -	80	85	88	88	89
M	6.	Complete Number Patterns	80	83	83	88	88
A	7.	Multiply Whole Numbers	89	93	94	94	95
T	8.	Identify Fractional Parts	79	83	88	90	91
I	9.	Identify Values of Money	84	90	92	92	93
C	10.	Select Units of Measure	47	57	64	71	69
S							
R	1.	Identify the Main Idea	62	61	67	77	69
E	2.	Recall Facts and Details	72	80	82	87	86
A	3.	Sequence Events	73	69	74	78	75
D	4.	Follow Written Directions	92	95	96	97	97
I	5.	Recognize Words Through Phonic Anal.	90	91	93	94	94
N	6.	Use Context Clues	81	83	86	89	87
G	7.	Understand Word Structures	66	79	84	87	84
	8.	Recognize Words by Sight	83	91	93	94	94
W	1.	Spelling	93	96	96	96	97
R	2.	Punctuation	59	68	69	74	81
I	3.	Capitalization	85	89	91	93	91
T	4.	Correct English Usage	76	80	89	92	85
I	5.	Sentence Structure	70	73	77	79	81
N							
G							
	Writing Sample	Raw Score 4 or 3	31	30	16	7	8
		Raw Score 2	59	38	79	65	60
		Raw Score 1 or 0	11	32	5	28	31



Texas Assessment of Basic Skills
SAISD — State Comparison
Third Grade Mathematics
Average Percent Mastering Objectives



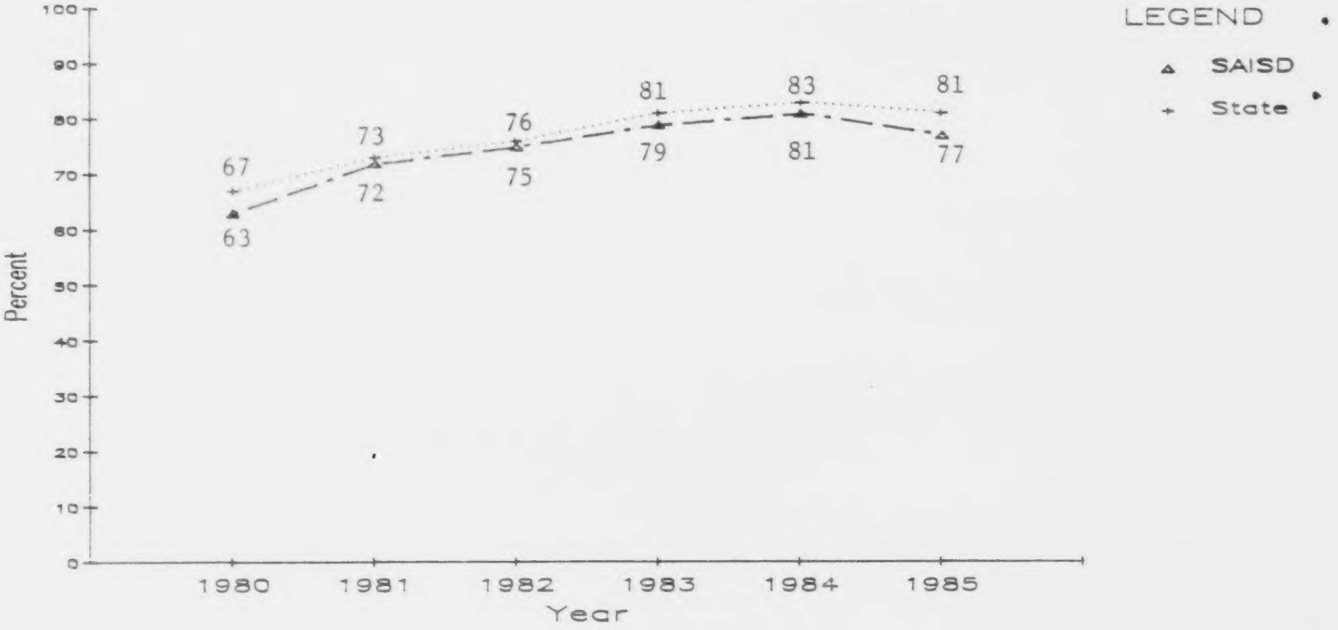
Texas Assessment of Basic Skills
SAISD — State Comparison
Third Grade Reading
Average Percent Mastering Objectives

TABS Scores for the State of Texas

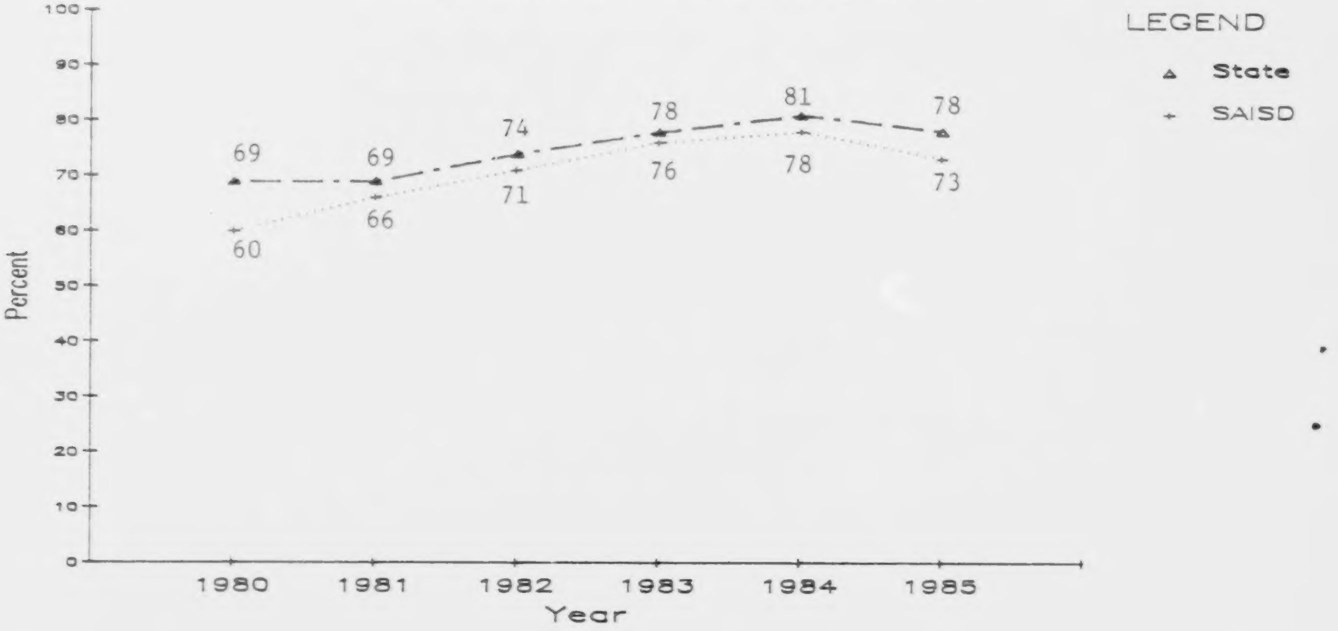
Fifth Grade

Basic Skills Area		Objectives	1980	1981	1982	1983	1984	1985
M	1.	Geometric Terms, Figures	45	64	63	72	81	73
A	2.	Interpret Place Value	45	43	59	67	69	68
T	3.	Add Whole Numbers	86	89	90	94	93	90
H	4.	Subtract Whole Numbers	76	80	81	85	86	83
E	5.	Multiply Whole Numbers	71	76	81	84	88	85
M	6.	Divide Whole Numbers	71	76	76	80	83	82
A	7.	Solve Word Problems: +, -	77	85	83	82	83	86
T	8.	Solve Word Problems: x, /	55	59	61	65	68	64
I	9.	Units of Measure	85	89	89	88	89	91
C	10.	Interpret Graphs	82	88	91	96	97	94
S	11.	Identify Equivalent Fractions	44	52	53	71	73	62
	12.	Order Whole Numbers	70	78	82	85	88	90
R	1.	Identify the Main Idea	53	61	59	61	66	64
E	2.	Recall Facts and Details	84	63	72	76	81	76
A	3.	Sequence Events	66	68	72	73	78	76
D	4.	Distinguish Fact and Non-Fact	36	59	61	67	71	73
I	5.	Draw Conclusions	66	54	61	77	82	63
N	6.	Predict Outcomes	53	60	63	67	72	65
G	7.	Use Context Clues	87	89	92	94	95	94
	8.	Use an Index	82	78	86	90	88	90
	9.	Use Maps and Charts	80	74	84	87	90	89
	10.	Follow Written Directions	83	80	82	86	87	88
	11.	Identify Character Feelings	72	74	78	84	85	80
W	1.	Spelling	94	96	96	97	98	98
R	2.	Punctuation	63	62	62	70	76	69
I	3.	Capitalization	87	89	88	91	93	91
T	4.	Correct English Usage	68	69	72	71	76	77
I	5.	Sentence Structure	82	82	82	86	88	87
N	6.	Commonly Used Forms	90	91	90	91	93	93
G								
	Writing Sample	Raw Score 4 or 3	64	22	19	62	20	21
		Raw Score 2	30	59	50	35	56	52
		Raw Score 1 or 0	6	19	31	3	24	27

Texas Assessment of Basic Skills
SAISD — State Comparison
Fifth Grade Mathematics
Average Percent Mastering Objectives



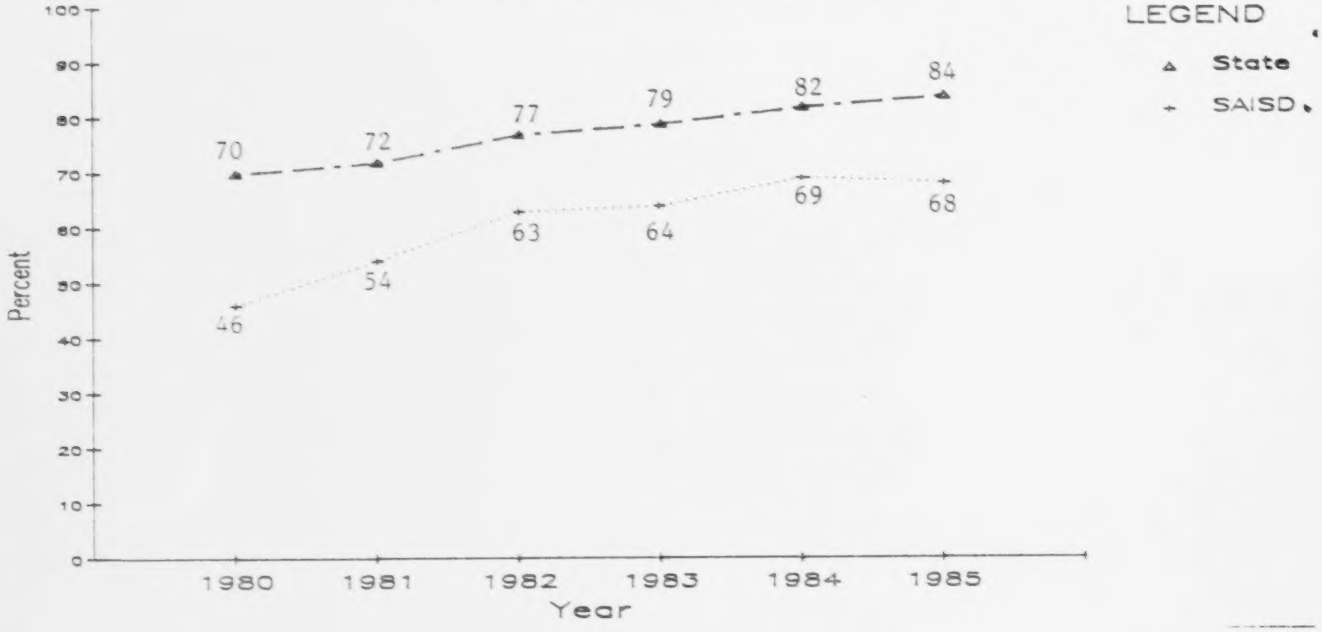
Texas Assessment of Basic Skills
SAISD — State Comparison
Fifth Grade Reading
Average Percent Mastering Objectives



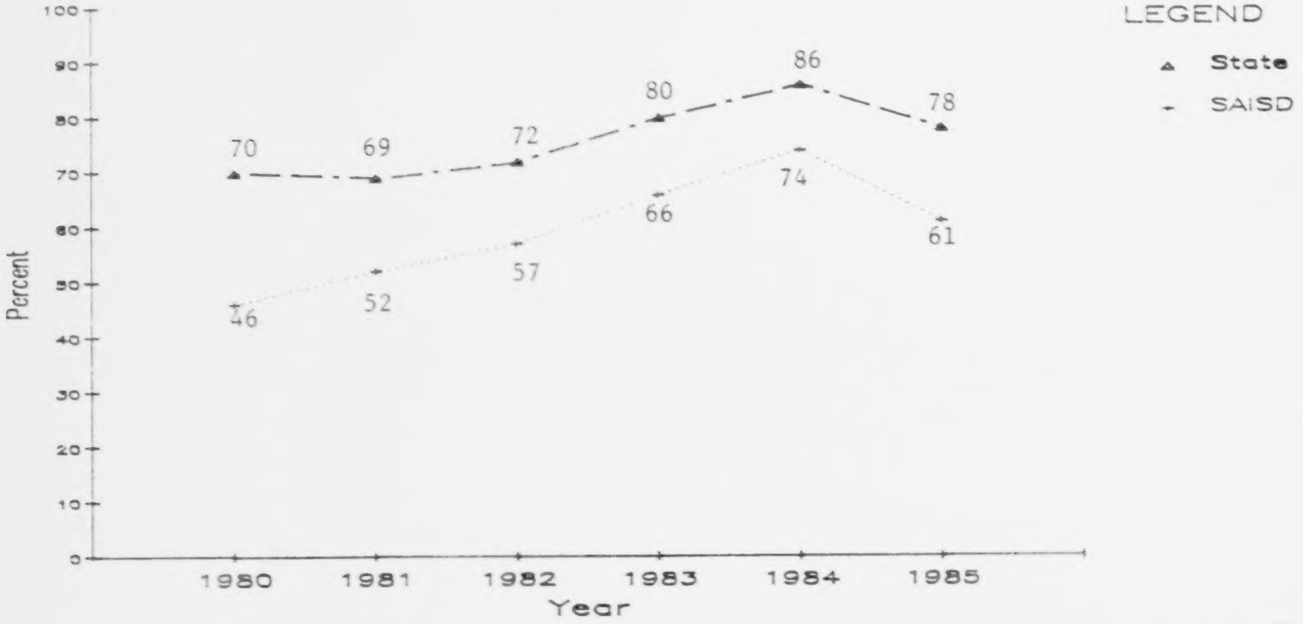
TABS Scores for the State of Texas

Ninth Grade

Basic Skills Area	Objectives	1980	1981	1982	1983	1984	1985
M	1. Add and Subtract Whole Numbers	93	94	95	96	96	96
A	2. Multiply & Divide Whole Numbers	82	87	90	90	91	92
T	3. Solve Problems: +, -, x, /	61	63	67	69	75	75
H	4. Use Frac./Mixed Nos: +, -, x	60	59	64	63	68	72
E	5. Use Decimals: +, -, x, /	75	75	80	84	85	85
M	6. Solve Personal Finance Problems	44	48	51	48	49	57
A	7. Solve Problems Using Money	77	82	89	88	88	90
T	8. Use Measurement Units	70	69	76	79	79	81
I	9. Use Ratio/Proportion & Percent	50	51	45	58	61	52
C	10. Deter. Distance/Location on Map	76	79	84	86	95	88
S	11. Read & Interpret Charts/Graphs	87	94	92	92	92	96
	Percent Mastering the Math Test	70	72	77	79	82	84
R	1. Identify the Main Idea	73	68	68	74	78	71
E	2. Sequence Events	72	69	73	81	89	72
A	3. Perceive Cause and Effect	73	77	73	78	81	78
D	4. Evaluate Information	78	70	72	74	80	74
I	5. Distinguish Fact and Non-fact	58	64	62	72	82	72
N	6. Draw Conclusions	66	68	72	79	82	74
G	7. Make Generalizations	58	56	66	71	84	70
	8. Follow Written Directions	92	89	90	90	93	94
	9. Use The Parts of a Book	58	60	63	67	80	71
	10. Use Reference Skills	85	86	84	89	88	87
	11. Use Maps and Charts	75	67	77	85	88	86
	Percent Mastering the Reading Test	70	69	72	80	86	78
W	1. Spelling	84	88	88	87	89	91
R	2. Punctuation	67	65	76	78	80	84
I	3. Capitalization	89	88	90	92	94	94
T	4. Correct English Usage	64	65	67	70	69	73
I	5. Sentence Structure	82	82	83	86	92	87
N	6. Commonly Used Forms	82	84	88	91	88	91
G							
	Writing Sample Raw Score 4 or 3	2	22	14	30	12	14
	Raw Score 2	58	65	68	66	60	51
	Raw Score 1 or 0	40	13	19	6	28	34
	Percent Mastering the Writing Test	59	83	79	90	70	65



Texas Assessment of Basic Skills
SAISD — State Comparison
Ninth Grade Mathematics
Percent Mastering the Test



Texas Assessment of Basic Skills
SAISD — State Comparison
Ninth Grade Reading
Percent Mastering the Test